



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA

# CENTRE FOR AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

Faculty of Humanities



## ANNUAL REPORT 2014

[www.up.ac.za](http://www.up.ac.za)



# Centre for Augmentative and Alternative Communication Staff



**Back row standing:** Prof Diane Bryen (Extra Ordinary Professor), Dr Shakila Dada, Mrs Enid Moolman, Mrs Liza Rossetti-Siefe, Mrs Ensa Johnson, Dr Alecia Samuels, Dr Kerstin Tönsing  
**Middle row seated:** Prof Juan Bornman (Director), Miss Constance Ntuli, Mr Terrence Mahlangu, Mrs Karin van Niekerk, Mrs Robyn White, Mrs Salmah Kola  
**Inserts:** Miss Refilwe Morwane, Dr Cival Mills

| Members of the advisory board  |  |
|--|--|
| <ul style="list-style-type: none"><li>▪ Prof J Bornman (Director: CAAC)</li><li>▪ Dr S Dada (CAAC Staff Representative)</li><li>▪ Mr M Tshivhase (Acting Director-General: Department of Health)</li><li>▪ Mrs K Chikane (Stakeholder Relationships Manager for CSIR Meraka Institute)</li></ul> | <ul style="list-style-type: none"><li>▪ Prof H Stander (Acting Dean: Faculty of Humanities)</li><li>▪ Miss S Matsebula (Disability Consultant)</li><li>▪ Prof A Skelton (Centre for Child Law)</li><li>▪ Dr PC Mills (Person who uses AAC)</li></ul> |



## 2014 Students



PhD



M ECI 1st years



M ECI 2nd years



M AAC 1st years



M AAC 2nd years



BA Honours 1st years



BA Honours 2nd years

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## The CAAC's values

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

## Mission Statement

- To make an impact on the lives of individuals and families by multi professional training and research in:
- AAC and severe disabilities
- Early childhood intervention
- Technologies for communication
- Policy implementation

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## Message from the Director

2014 has been an intensive yet fascinating and rewarding year. A year of changes that engendered new opportunities. A year of re-structuring and transition, during which we streamlined our output and closer aligned it with the University of Pretoria's 2025 plan.

The staff component changed, bringing new momentum to our work and sharpening our focus, with Dr Shakila Dada becoming a full-time staff member, Dr Kerstin Tönsing being promoted to senior lecturer (as of 2015), Dr Alecia Samuels starting a two-year post-doctoral fellowship at the University of Jönköping in Sweden, Mrs Robyn White completing her Master's degree, Mrs Karin van Niekerk embarking on a PhD journey, whilst Mrs Ensa Johnson is in the final stages of completing her PhD after returning from a one-year period of study leave. These appointments and qualification upgrades allow the Centre to confront head-on the challenges and opportunities of an increasing number of postgraduate students and shorter completion times for Master's and PhD degrees.

In the past year, our teaching priorities included vital aims such as boosting throughput rates and enhancing the research component of all our degrees. The newly restructured Honours degree (in terms of content and mode of delivery) is already showing signs of greater effectiveness and efficacy. The Master's in Early Childhood Intervention, one of the oldest programmes offered online at the University of Pretoria, continues to be researched for its innovative online teaching and learning strategies. The CAAC finds itself in a particularly strategic position – both to promote blended-learning approaches to teaching and learning, and to benefit from them. We take this as an opportunity to show how robust a curriculum-led teaching approach is for translating research into knowledge, for developing a constituent of well-trained professionals who are employable and can make a positive impact on the lives of people with disabilities in various sectors, including the education, applied health and civil sectors.

We work as a strong multi-disciplinary team, with solid experience in our respective disciplines that allows us to cooperate across research and teaching activities, as can be seen in the list of research publications produced during 2014. This allows us to produce integrated, well-grounded and sustainable initiatives that have clear benefits for the University of Pretoria, the Faculty of



Humanities and all other stakeholders involved. Being a multi-disciplinary Centre that operates in an applied field of science provides us with a unique opportunity to work in the fields of severe communication disability, early childhood intervention and policy development. We contribute to creating better policies, not only for individuals with disability, but for all South Africans. By doing so, we contribute to strengthen the evidence-based practice platform upon which service delivery should rest. In the past year, we attempted to step up our efforts to provide the best available scientific support for service provision to individuals with disability and their families. One example is our flagship youth empowerment programme, Fofa, which was made possible in 2014 by funding, received from Momentum. The full range of other activities – seminars, conferences, workshops, research projects, disability awareness initiatives, community outreach projects, and custom-designed training workshops for a variety of audiences including police officers and business executives– continued during the course of the year.

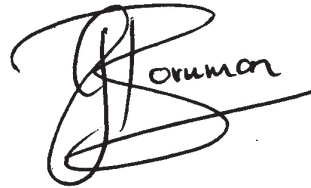
I am more than ever convinced of the potential of the Centre to become an innovative hub for AAC and ECI, built on scientific excellence, strong international links (as can be seen from the list of international visitors to the Centre), a stable and strong cohort of post-graduate students and dedicated colleagues. We have set ambitious goals for the coming year to make our scientific

UP advice yet more relevant, not only to match the 2025 strategic plan, but also in terms of the national and African agenda for disability and development.

We want to build on our current expertise in 2015, and make the Centre the “scientific brain” of AAC and ECI in Africa, so that this important capacity is fully used to the benefit of all individuals with disabilities and their families in Africa. To achieve this, co-operation is crucial, and the Centre shall continue to nourish its well-established networks with the global scientific community, as well as with research partners (internationally and locally).

Therefore, I wish to sincerely thank our staff, our Advisory Board, the management of the University of Pretoria, our alumni and current students, local and international partners, colleagues, and, last but most definitely not least, the many AAC users and their families who support us in a multitude of ways.

Let’s continue the fight against speechlessness, and remember: just because you cannot speak, does not mean that you have nothing to say. I hope that you will enjoy reading the highlights of the work done by the Centre in the following pages.

A handwritten signature in black ink, appearing to read 'Bornman', with a large, stylized initial 'B'.

**Prof Juan Bornman**  
**April 2015**

**Director**

# 1. The year in review: 2014 in a nutshell

## 1.1 UP Strategic Goal – Leading Research in Africa

### Objectives

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

### Outcomes

- All four full-time UP-appointed academic staff now hold PhD degrees.
- Dr Kerstin Tönsing has applied for NRF Funding (Y-category) for 2015. (Application was made in December 2014.)
- The appointment of post-doctoral fellow, Dr Maximus Sefotho, as from 1 January 2015 was approved.
- Dr Shakila Dada was appointed in the full-time senior lecturing position and Dr Kerstin Tönsing’s promotion from lecturer to senior lecturer was approved with effect from 1 January 2015. Mrs Liza Rossetti-Siefe’s promotion to Senior Management Assistant was approved.
- Funding was secured from the Faculty Research Themes (FRT) to allow Prof Diane Bryen, extraordinary professor to visit the Centre and participate in the successful training of police officers. A manuscript is currently being prepared.
- The collaborative GSU research project funded by the NIH (Fogarty) was completed and the feedback report submitted.

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

### Objectives

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

### Outcomes

- **Two** PhD students completed their study and will graduate in April 2015. Two will complete and graduate in September 2015. Two new PhD students met the selection criteria and commenced with their studies.
- **Eight** M(AAC) students successfully graduated in 2014. **Nine** new students enrolled, of whom eight successfully completed their first year. One student deregistered due to personal reasons.
- **Sixteen** M(ECI) students successfully completed their study and graduated. In addition, all **16** students in the second year of M(ECI) in 2014 passed all their second-year subjects and their degrees will be conferred in April 2015 at the Autumn graduation ceremony. **Eight** new students enrolled.
- **Twenty-five** BA Honours students graduated and **23** new students enrolled.
- **Thirteen** bursaries were awarded to postgraduate students, funded by UP and/or the NRF.



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

| Objectives  | Outcomes   |
|---|--|
| <ul style="list-style-type: none"> <li>To source government-funded training tenders in the Health and Education domains.</li> <li>To apply for funding for the Fofa project in order to ensure its sustainability.</li> </ul> | <ul style="list-style-type: none"> <li>A tender for the Department of Education was submitted, but was unsuccessful. As a result of the CAAC's involvement with SAE4D, training on "Disability Etiquette" with ESKOM was secured for January 2015.</li> <li>Funding for the Fofa project was obtained from Momentum. This allowed two Fofa events; one with current participants and one with alumni.</li> </ul> |

### 1.4 UP Strategic Goal – Strengthen International Profile

| Objectives  | Outcomes   |
|---|--|
| <ul style="list-style-type: none"> <li>To attract two international postgraduate students.</li> <li>To appoint one new international extraordinary professor.</li> <li>To establish a system to support AAC practitioners in Africa.</li> <li>To host two international researchers.</li> </ul> | <ul style="list-style-type: none"> <li>Three international postgraduate students enrolled.</li> <li>Dr MaryAnn Ronski (Georgia State University) was appointed as extraordinary professor (2014 – 2016).</li> <li>Establishing an AAC support network in Africa is still in its infancy – individual contacts have been made, with significant support in a large-scale translation project.</li> <li>14 International researchers visited the CAAC, of whom 10 visited for extended periods (at least one week).</li> </ul> |



## 2. Reflection on activities during 2014

### 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   |
|--|--|--|
| <b>PhD</b>   | Graduates: 2<br>4th year: 2<br>3rd year: 2<br>2nd year: 2<br>1st year: 2<br>Preparatory: 2 | Mrs Kirsty Bastable and Mrs Tracy Naude successfully completed and defended their theses. They will graduate in April 2015. Two new students met the entry requirements and were accepted into the programme. The two fourth-year students completed data collection and are expected to graduate in 2015, thus meeting the 4.5 year throughput rate.  |
| <b>Master's in Augmentative and Alternative Communication M (AAC)</b>        | Graduates: 8<br>2nd year: 4<br>1st year: 9   | Six students graduated in April 2014, four from the course work and two from the research programme. A further two students graduated in September 2014 from the research programme. An additional student from the research programme completed her dissertation in December 2014. One of the three second-year course work students completed her studies. Of the nine students enrolled for the first year, one withdrew due to personal reasons. All others successfully completed their first year. |
| <b>Master's in Early Childhood Intervention M (ECI)</b>                      | Graduates: 16<br>2nd year: 16<br>1st year: 8   | Sixteen degrees were conferred at the Autumn graduation ceremony of the Faculty of Health Sciences in April 2014. All 16 students in the second year programme passed and will graduate in April 2015. All eight students registered for the first year successfully completed the year and will continue with their second year in 2015.  |
| <b>Honours in Augmentative and Alternative Communication BA (Hons) (AAC)</b> | Graduates: 23<br>2nd year: 23<br>1st year: 25  | Twenty-three students graduated in April 2014. Of the 23 second-year students, 18 successfully completed their studies and will graduate in April 2015. Twenty-five first years were enrolled with two students withdrawing from the course due to personal reasons. Due to a critical health condition one could not write final exams. One student, Mrs Priscilla Mahape, passed away. Twenty students completed their first year successfully.  |



M (ECI) graduation ceremony



BA Honours and M (AAC) graduation ceremony

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

Mrs E Moolman presented a first semester module (KMP 310) to 61 undergraduate students in their third year of B (Communication Pathology). This group included both the Speech-Language Therapy and Audiology students. All the students passed the module. Overall they performed very well, with 16 students passing with distinction.

On 28 May 2014, the third-year Speech-Language Therapy and Audiology students had the opportunity to put theory into practice by participating in a practical session on the use of speech-generating devices (SGD). CAAC staff members demonstrated to the students the use of a number of speech-generating devices, ranging from electronic low-technology to high-technology devices such as the MyTobii eye gaze system. Christel van Dyk, a Grade 8 learner from New Hope School who is unable to communicate using speech and therefore uses a low technology communication book in which she points to words and letters to spell out her message also participated. The students enjoyed it thoroughly to learn more about Christel and her low-tech AAC system, as well as the wonderful world of speech-generating devices.

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

On 18 February, 19 final-year students in Speech-Language Therapy and Audiology from the University of Limpopo (Medunsa Campus) attended a 2-hour lecture and practical workshop to introduce them to AAC technology. The lecture was presented by Dr KM Tönsing and facilitated by various staff members of the Centre for AAC. Two persons who use AAC shared their personal stories (Miss C Ntuli and Dr PC Mills). Students gained knowledge on AAC and were able to observe high-technology AAC being used during the presentations. They also had the opportunity to use AAC technology during a practical session.

### 2.1.4 Teaching Development Grant - writing of MCQs for Just in Time (JIT) Learning

During 2013, the BA Hons (AAC) programme was restructured and implemented in 2014. As part of the restructuring process, the programme received a Teaching Development Grant from the Department of Higher Education and Training to develop a multiple-choice question (MCQ) database for use on Click UP. This enabled regular formative assessment with immediate feedback. All the MCQs and study guides were moderated by external moderators who are experts in the field of AAC. The expert moderators confirmed that the MCQs focused on higher-order thinking skills to develop students' critical thinking skills and to encourage deep, active and reflective learning. From the outcome of the first-year modules implemented in 2014, it was clear that the introduction of MCQs and other eLearning opportunities benefited students and that, on average, they obtained higher marks than in the past.



### 3. Research

#### 3.1 Publications

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

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

**De Klerk, M., Dada, S., & Alant, E. (2014)** Children's identification of graphic symbols representing four basic emotions: Comparison of Afrikaans-speaking and Sepedi-speaking children. *Journal of Communication Disorders. Early Online*. Retrieved from <http://dx.doi.org/10.1016/j.comdis.2014.05.006>. Impact factor: 1.52

**Donohue, D. K., & Bornman, J. (2014).** The challenges of realizing inclusive education in South Africa. *South African Journal of Education*, 34(2), 1-14.

**Donohue, D.K., Bornman, J., & Granlund, M. (2014).** Examining the rights of children with intellectual disability in South Africa: Children's perspectives. *Journal of Intellectual and Developmental Disability*, 39(1), 55-64. Impact factor: 1.06

**Donohue, D.K., Bornman, J., & Granlund, M. (2014).** Household size is associated with unintelligible speech in children who have intellectual disabilities: A South African study. *Developmental Neurorehabilitation*. Early Online. doi:10.3109/17518423.2014.890256. Impact factor: 1.475

**Naude, A.M., & Bornman, J. (2014).** A systematic review of ethics knowledge in audiology (1980 – 2010). *American Journal of Audiology*, 23, 151-157. Impact factor 1.068

**Tönsing, K.M., Dada, S., & Alant, E. (2014).** Teaching graphic symbol combinations during shared storybook reading. *Augmentative and Alternative Communication*, 30(4): 279-297. doi:10.3109/07434618.2014.965846. Impact factor: 1.275

##### 3.1.2 Peer reviewed journal articles

**Van Niekerk, K., & Tönsing, K.M. (2014).** Eye gaze technology: A South African perspective, *Disability and rehabilitation: Assistive Technology. Early Online*: 1–7. doi:10.3109/17483107.2014.974222.

##### 3.1.3 Accepted for publication

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

\***Erasmus, A., Bornman, J., & Dada, S.** 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*. Impact factor: 0.97

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

\***Tönsing, K.M.** Supporting the Production of Graphic Symbol Combinations by Children with Limited Speech: A Comparison of Two AAC systems. *Journal of Developmental and Physical Disabilities*. Impact factor: 1.267

##### 3.1.4 Submitted for publication

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

**Bastable, K., Dada, S., & Uys, K.** The effect of non-powered, self-initiated mobility on engagement of young children with severe motor impairment.

**Hansen, M., Harty, M., & Bornman, J.** The attitudes of typically developing children towards participation with their siblings with severe speech and language disabilities: an exploratory study.

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

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

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

**Johnson, E.,** Nilsson, S., & Adolfsson, M. Eina! Ouch! Eish! How pain in children with cerebral palsy is communicated in South African school settings.

Nilsson, S., **Johnson, E.,** & Adolfsson, M. Pain management of learners with cerebral palsy in South African school settings: Traditions and visions.

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

**Pettit, L.K., Tönsing, K.M., & Dada, S.** The perspectives of adults with aphasia and their team members regarding the importance of ICF domains for rehabilitation.

### 3.1.5 Chapters in books

**Bornman, J., & Tönsing, K.M.** (accepted). Augmentative and Alternative Communication. In E. Landsberg, D. Küger, & E. Swart (Eds.), *Addressing barriers to learning: A South African perspective*.

**Bornman, J.** (2014). Accessing justice via key role players: A view from South Africa. In D.N. Bryen, & J. Bornman, *Stop violence against people with disabilities. An international resource* (pp. 41-82). Pretoria University Law Press: Pretoria.

**Bryen, D.N., & Moolman, E.** (2014). Mobile Phone Technology for ALL: Towards Reducing the Digital Divide. In Z. Yan (Ed.), *Encyclopaedia of Mobile Phone Behaviour (Volumes 1, 2, & 3)*. Hershey, PA: IGI Global.

Mophosho, M., & **Dada, S.** (2014). *Role of Speech-language pathologists in implementing AAC in schools*. In S. Moonsamy and H. Kathard (Eds.), *Speech-Language Therapy in a School Context: Its Principles and Practices*: Van Schaik.

**Bryen, D.N.,** Reiter, S., & **Bornman, J.** (2014). Using lessons learnt to inform the future. In D.N. Bryen, & J. Bornman, *Stop violence against people with disabilities. An international resource* (pp. 179-189). Pretoria University Law Press: Pretoria.

### 3.1.6 Books

**Bryen, D.N., & Bornman, J.** (Eds.). (2014) *Stop violence against people with disabilities. An international resource*. Pretoria University Law Press. Pretoria.

### 3.1.7 Publications to raise public awareness

**Bornman, J.** (2014). The Sowetan -2 December 2014. Disability should never be invisible.

**Bornman, J.** (2014). The Star – 2 December 2014. These children must be heard.

**Bornman, J.** (2014). AAC and reporting abuse: instructions on how to use the abuse boards. In E. Moolman & J. Rose (Eds.), *AAC Resource Manual: Addendum 2014*. Pretoria: Centre for AAC, University of Pretoria.

**Dada, S.** (2014). AAC in the intensive care units. In E. Moolman & J. Rose (Eds.), *AAC Resource Manual: Addendum 2014* (pp. 3.23-3.27) Pretoria: Centre for AAC, University of Pretoria.

**Johnson, E.** (2014). Health literacy and the use of AAC symbols. In E. Moolman & J. Rose (Eds.), *AAC Resource Manual: Addendum 2014* (pp.3.28-3.33) Pretoria: Centre for AAC, University of Pretoria

**Kola, S., & Kriel, M.B.** (2014). Rape response protocol: adapted for use by individuals with disabilities. In E. Moolman & J. Rose (Eds.), *AAC Resource Manual: Addendum 2014* (pp. 3.34-3.39). Pretoria: Centre for AAC, University of Pretoria.

**Moolman, E., & van Niekerk, K.** (2014). Assessment of motor skills for the use of an AAC system: Direct selection. In E. Moolman & J. Rose (Eds.), *AAC Resource Manual: Addendum 2014* (pp. 2.41-2.47) Pretoria: Centre for AAC, University of Pretoria.

**Tönsing, K. M.** (2014). Constructing a communication book for a person with Aphasia. In E. Moolman & J. Rose (Eds.), *AAC Resource Manual: Addendum 2014* (pp. 5.18-5.24). Pretoria: Centre for AAC, University of Pretoria.

**Tönsing, K.M. (Ed.)** (2014). Centre for AAC/Interface Newsletter (April, October 2014).

**Van Niekerk, K., & Moolman, E.** (2014). Assessment of motor skills for the use of an AAC system: Overview. In E. Moolman & J. Rose (Eds.), *AAC Resource Manual: Addendum 2014* (pp. 2.34-2.40). Pretoria: Centre for AAC, University of Pretoria.

**White, R.** Testifying in court: barriers, processes to facilitate and vocabulary selection. In E. Moolman & J. Rose (Eds.), *AAC Resource Manual: Addendum 2014* (pp. 3.20-3.22). Pretoria: Centre for AAC, University of Pretoria.

## 3.2 Research projects

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

The five-year collaborative project with Georgia State University (GSU) funded by the US National Institute of Health (NIH), entitled "*Speech and Language Delays in Children with Neurodevelopmental Disorders in South Africa*" was completed. Data collection was completed in the first half of the year. Profs Bornman and Ronski presented the findings at the Fogarty International Research Symposium in Washington DC in February. Mrs Andrea Barton-Hulsey and Mrs Anni Whitmore (PhD students from GSU) conducted a training visit to the CAAC in May 2014 to train staff and other interested academics in the use of the Systematic Analysis of Language Transcripts (SALT) software. The final report on the project was submitted in July. Currently, two manuscripts are in preparation and a third is being conceptualised. Dr Kerstin Tönsing undertook a research visit to GSU in November 2014 to work on the manuscripts in collaboration with the GSU partners.

The project consisted of two studies, the first concerning the translation and validation of the Mullen Scales for Early Learning (Mullen, 1995). The year 2014 saw the completion of data collection from 260 children with typical development from four language groups (Afrikaans, English, Setswana and isiZulu). The translated and culturally adapted Mullen Scales were administered to all these children. Results indicated that the scales are a valid and reliable method of assessing general development and also specifically speech and language development in young children from these four language groups. In the second study, the Mullen Scales were administered to 105 children with neurodevelopmental disorders from the same language groups. Additional information on the language development of 20 of these children was gathered by means of a systematic analysis of a language transcript of parent-child interaction, as well as a parent perception questionnaire (South African Parent Perceptions of Language Development or SA-PPOLD). Results suggest that language and communication skills of children from all four of these language groups can be assessed in a valid way using these measures.

The results of the study were presented at the 16th Biennial Conference of the International Society for AAC in Lisbon, Portugal, in July 2014, and also at the Annual Convention of the American Speech Language Hearing Association in Orlando, US in November 2014.

### 3.2.2 Funded staff research projects

#### 3.2.2.1 Supporting multi-symbol utterances in children with limited speech: A comparison of two AAC systems (Dr KM Tönsing)

The main aim of this project was to determine the effect of intervention using a communication board versus a speech-generating device (SGD) on the production of multi-symbol messages by children with limited speech. 2014 was the second year of this three-year Thuthuka-funded project (funded jointly by the National Research Foundation and the Research Development Programme of UP). Materials and procedures for the study were finalised, and data was collected. Four participants with limited speech were recruited from schools for learners with special educational needs (LSEN). Data collection entailed pre-assessments, followed by baseline, intervention, preference and maintenance phases. An adapted alternating treatment design was used and two AAC systems (communication board and SGD – iPad with GoTalk Now application) were used in an alternating fashion to teach two different but equivalent sets of graphic symbol combinations during story reading. The speed (number of training sessions) and accuracy with which children were able to learn to produce the symbol combinations was monitored and graphed. The preferences for the systems of both the participants and also those of their support teams (teachers, therapists and parents) were determined.

Results of the study were presented at the 16th Biennial Conference of the International Society for AAC (ISAAC) in Lisbon, Portugal. A manuscript submitted to an ISI-accredited journal in September 2014 reporting this study has been provisionally accepted. Results were also presented at the Annual Research Seminar of the Centre for AAC in October 2014. In November 2014, Dr Tönsing visited Dr Cathy Binger at the University of New Mexico (UNM), who focuses on the production of multi-symbol utterances in children using graphic symbol-based AAC systems.



A student in the M (AAC) programme (Miss Kim-Caleigh Brewis), who received grantholder-linked funding for the second semester of her studies, commenced her dissertation under Dr Tönsing's supervision in August 2014. She will conduct additional analyses on the video data collected in May 2014 to describe and compare participants' vocalisations and verbalisations during the use of the two AAC systems. The results of this analysis are intended to be submitted to an ISI-accredited journal by the end of 2015

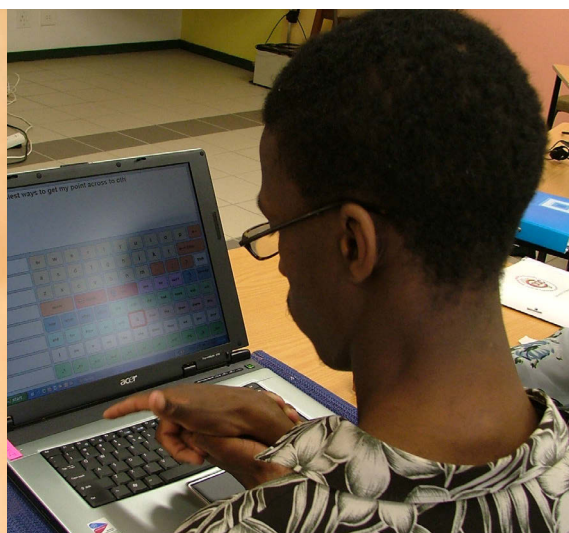
### 3.2.2.2 Faculty FRT project on Enhancing the Well-being of Vulnerable Children

The CAAC project as part of the Faculty Research Theme is entitled: "Development of means for children with severe communication disabilities to disclose sexual abuse and acts of crime against them". During 2014, a blind-back procedure was used to translate all three communication boards into 20 languages spoken throughout the world, with a significant focus on various languages spoken on the African continent. The translation process entailed a vocabulary list of 58 items, as well as three short sentences, e.g. "I will point where..." Thereafter, the symbol-based boards were returned to both translators for final consideration. In some languages (e.g. Arabic and Hebrew) that use different writing conventions (from right to left) impacting on the layout of the boards, special attention was necessary.

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

All of these boards have since been placed on the Centre for AAC's website ([caac.up.ac.za](http://caac.up.ac.za)) where they are available for free download to increase accessibility. The project was presented at the International Society for AAC (ISAAC) Conference in Lisbon, Portugal in July 2014, as well as at the national AAC Research Conference in Pretoria on 3 October 2014. A training manual was written regarding the use of these boards, and it was published in the 2014 AAC Resource Manual (ISBN 978-1-86854-950-4).

Professor Diane Bryen was appointed as extraordinary professor at the Centre for AAC (2013-2015) and she has contributed conceptually to the development of the project. As a result of the Mellon project, we were able to host Prof Bryen for a one-week period. During this time, a one-day training workshop was developed that was presented to two different audiences. The venues were Diepsloot and Orange Farm where 52 participants attended, including police, lawyers, social workers, parents, and people with disabilities. Data was collected and is currently being analysed and prepared in manuscript format.



## 4. Impact on Economic and Social Development

### 4.1 Community engagement projects

#### 4.1.1 Fofa project (*'fofa' means "to fly" in Sesotho*)

The activities of the annual Fofa project took place from 7 to 12 September. This Youth Empowerment Project for young people with severe disabilities who need or use augmentative and alternative communication (AAC) has been an annual event at the Centre for AAC since 2005. This year, we received funding from Momentum, which enabled us to bring back five of the six participants who commenced the project last year. We were also able to invite back four previous participants to act as mentors on the project. Five of these young adults come from very disadvantaged backgrounds. All five participants and two of the mentors, each with their personal assistant, were provided transport to and from Pretoria, as well as board and lodging for the week. They came from five provinces (Western Cape, Eastern Cape, Limpopo, KwaZulu-Natal and North West).

The theme for this year was *"Making friends and influencing people"*. Centre staff and staff from the Disability Unit of UP provided workshops, skill training and practical sessions aimed at encouraging the participants to consider how to use their communication skills supported by various communication aids (high and low technology), how to engage in their communities, make contacts and foster friendships. Activities included an Amazing Race on campus which not only served to enhance the participants' exposure to the campus community, but also increased the visibility of people with disabilities on campus. An outing to the movies was an opportunity for participants to practise communicating in community settings, and also served to sensitise the public and the retail industry to the need to include and accommodate people with physical and

communication disabilities. Throughout the week, mentors acted as role models and shared their journeys with the participants. In addition, staff collected data relating to cell phone use in people with limited speech, as well as on friendship patterns of this group.

The week was concluded with presentations by participants and mentors to an open audience. Participants were able to reflect on the growth they had experienced since the previous year and it was evident how their confidence and skills had improved through the project. As one participant commented: *"Fofa takes the 'dis' out of 'disabled' – I can see now that I AM able!"* The audience was very inspired by the determination and positive attitudes of the young adults to overcome their challenges and fly high.

Thanks to the collaboration with the media liaison office of the University, the Fofa week and especially the presentations on the last day received good media coverage, including articles in *The Times Live*, *Beeld* (Netwerk 24) and *The Drum* magazine. We were very grateful for a donation of a laptop from the University of Pretoria, which was provided to one of the participants to serve as her 'voice'.

Apart from the annual Fofa training week, an alumni day was also held on 24 October. Five of the seven alumni of the project were able to attend, and engaged in reflections about the programme and its significance in their lives, while also providing suggestions as to future programme amendments. Their input was very helpful to determine the long-term impact of the project and also to guide the further development of the project.





#### 4.1.2 Disability awareness day

On 5 September, the annual Disability Awareness Day was celebrated with 2014's theme as the *Boss of Bling!*

This day intends to raise awareness of opportunities for full inclusion of persons

with disabilities into the community. Hosting it outside the Centre increased disability awareness on the UP campus.



#### 4.1.3 Mandela Day

In celebration of Nelson Mandela Day, our postgraduate Master's students in Early Childhood Intervention and Augmentative and Alternative Communication spent 67 minutes adapting children's books so as to make them more accessible for children with communication delays and disabilities.

Staff from the Centre for AAC then showed them how to adapt the books in various ways to make them more accessible and understandable for children with special needs. Hence our students, who come mostly from the health and education professions, were taught a new skill which they could use in their own practices – thereby ensuring that our 67 minutes would continue to make a difference long beyond Mandela Day. All in all, we adapted 30 books and donated them to the Boitumelo ECD Centre in Atteridgeville.





## 5. Dissemination of information

**Table 2**

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

| Date and place | Presenter(s)' Affiliation              | Participants                                    | Origin and aim  | Evaluation of outcomes  |
|----------------|--|---|---|---|
| 4 – 7 March    | Centre Staff<br>University of Pretoria | First-year Honours students                     | Practical demonstration on AAC implementation on children with disabilities.                              | Students enjoyed the contact sessions as they gained practical exposure to the available communication devices, which can be useful in the classroom.   |
| 10 – 15 March  | Centre Staff<br>University of Pretoria | Second-year Honours students                    | Introduction to research and theoretical knowledge in AAC assessment and intervention.                    | Students indicated an improvement in knowledge of AAC theory and implementation of AAC strategies in their work contexts.   |
| 7 April        | Mrs E Johnson                          | Teachers of Woodhill College Preparatory School | Introduction of AAC in the classroom.   | Teachers indicated that they found the principles useful to implement in their classrooms, working with learners with Autism.   |
| 10 June        | Mrs K van Niekerk                      | WITS Master's in Occupational Therapy students  | Introduction to AAC with children with severe disabilities.   | Students indicated that the information provided was very applicable to their work contexts. Numerous referrals to AAC consultations at the CAAC followed from this presentation.   |
| 11 June        | Dr A Samuels                           | Community members of Elsie's River, Cape Town   | Feedback session on the main findings of a PhD study on teenage parenting in the Elsie's River community. | The feedback session was attended by a number of stakeholders including the ward councillor, health and education personnel, as well as various NGO staff members working in the community. Dr Samuels also donated a bound copy of her thesis to Elsie's River Community Library and was interviewed by the local community newspaper. |

| Date and place  | Presenter(s)' Affiliation   | Participants   | Origin and aim  | Evaluation of outcomes   |
|-----------------|---|--|---|--|
| 27 June         | The South African Employers 4 Disability (SAE4D)<br>Dr Jerry Gule, Total SA,<br>Prof J Bornman<br>Miss Luthando Kekana, ACSA<br>Miss Janeez Hafizulla, Department of Trade and Industry<br>Miss Karina Fischer Mogensen<br>Dr Matete Madiba, Director of Student Affairs UP | Employers within the Gauteng region who employ persons with disabilities   | Promoting inclusion of persons with disabilities in the formal labour market through innovative partnerships between the disability movement and the private and public sector. | Discussions with 110 participants on how to enable employers to meet the disability challenge in the revised BBBEE codes. UP is involved in creating accessible education for students from South Africa and internationally. The CAAC acted as the hosts for this prestigious breakfast seminar in the Rautenbach Hall and used the opportunity to showcase UP's commitment to disability issues. |
| 22 – 23 October | Prof J Bornman<br>Prof D Bryen<br>Mrs R White<br>Mrs S Kola<br>Miss C Ntuli   | Police officers, lawyers, social workers, probation officers and disability advocates in Diepsloot and Orange Farm | Reporting violence and abuse: Communication Disabilities  | Mrs Jean Elphick from Africa Tikkun was instrumental in arranging these two days. Participants were surprised that specific AAC techniques and skills were available to enable them to take statements from persons with little or no speech. They were able to identify possible barriers to providing a statement and were also able to suggest possible solutions and adaptations.              |
| 3 November 2014 | Dr KM Tönsing   | Teachers and therapists from Pretoria School for Cerebral Palsy Learners   | Use of the GoTalkNow Plus communication application for iPads to enhance communication of children with limited speech in the classroom   | Teachers and therapists were very excited to be trained on this technology. They received three iPads with the application on a long-term loan basis for use with three learners with limited speech in the classroom.   |



## 6. Consultations

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In 2014, staff members of the CAAC conducted 14 consultations for persons with little or no functional speech and their support teams (family and service providers). The aim of these consultations was to suggest appropriate AAC solutions (symbols, aids, techniques and strategies) for the client and his/her team, based on their needs, capabilities and resources. In addition, 7 medico-legal consultations with regard to quantum trials were held. Prof Bornman was called to testify as an expert witness in the Johannesburg High Court on 4 November.





## 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  |
|----------------------|--|--|
| <i>International</i> |  |  |
| 11 – 13 February     | Prof J Bornman<br>Dr MA Ronski                   | Poster: <i>Brain disorders in the developing world</i> . Fogarty International Symposium, Washington DC.   |
| 31 March             | Dr A Samuels                                     | Paper: <i>Teenage co-parenting: the implications for child development and policy</i> . Centre for Educational Research in Equalities, Policy and Pedagogy and the Early Childhood Research Centre, University of Roehampton, London.  |
| 3 – 6 April          | Dr A Samuels                                     | Paper: <i>Cross-cultural study on the effects of poverty on children's participation in Portugal and South Africa</i> . International Congress on Early Childhood Intervention: Bridging Research & Practice in Early Childhood Education, Antalya, Turkey.                                      |
| 11 – 12 June         | Dr KM Tönsing                                    | Paper: <i>Testifying in court through augmentative and alternative means of communication</i> . Seminar on Legal Capacity in Africa, convened by the Open Society Initiative of East Africa, Nairobi, Kenya.   |
| 25 May – 1 June      | Prof J Bornman                                   | Paper: <i>Children's rights, measuring participation and cultural differences : An African perspective</i> , Jönköping University, Sweden.   |
| 22 – 24 July         | Prof J Bornman                                   | Paper: <i>Using communication boards to disclose violence: Addressing global translation practices in a systematic way</i> . 16 <sup>th</sup> Biennial Conference of the International Society for Augmentative and Alternative Communication (ISAAC), Lisbon, Portugal.                         |
| 22 – 24 July         | Mrs E Johnson<br>Prof J Bornman<br>Dr KM Tönsing | Paper: <i>Discovering communication: What vocabulary do children with communication challenges need to express feelings of pain?</i> 16 <sup>th</sup> Biennial Conference of the International Society for Augmentative and Alternative Communication (ISAAC), Lisbon, Portugal.                 |
| 22 – 24 July         | Ms T Naude<br>Dr S Dada<br>Prof J Bornman        | Paper: <i>A Mathematical Aided Language Stimulation programme for Subtraction Word-Problem Solving for Children with Intellectual Disabilities</i> . 16 <sup>th</sup> Biennial Conference of the International Society for Augmentative and Alternative Communication (ISAAC), Lisbon, Portugal. |
| 22 – 24 July         | Prof J Bornman<br>Prof D Bryen                   | Poster: <i>Towards Ending Violence Against People with Complex Communication Needs: Views from 7 Countries</i> . 16 <sup>th</sup> Biennial Conference of the International Society for Augmentative and Alternative Communication (ISAAC), Lisbon, Portugal.                                     |
| 22 – 24 July         | Mrs R White<br>Prof J Bornman<br>Mrs E Johnson   | Paper: <i>Using a symbol-based AAC system to testify in court: Vocabulary Implications</i> . 16 <sup>th</sup> Biennial Conference of the International Society for Augmentative and Alternative Communication (ISAAC), Lisbon, Portugal.   |

| Date            | Name  | Presentation Title, Name of Conference or Seminar and Place   |
|-----------------|---|---|
| 22 – 24 July    | Prof J Bornman<br>Dr MA Ronski<br>Dr R Sevcik<br>Dr KM Tönsing<br>Mrs A Barton<br>Mrs R White | Paper: <i>Challenges and strategies in AAC assessment in contexts of linguistic and cultural diversity</i> . 16 <sup>th</sup> Biennial Conference of the International Society for Augmentative and Alternative Communication (ISAAC), Lisbon, Portugal.  |
| 22 – 24 July    | Dr KM Tönsing   | Paper: <i>Supporting multi-symbol utterances of children with little or no functional speech: A comparison of two AAC systems</i> . 16 <sup>th</sup> Biennial Conference of the International Society for Augmentative and Alternative Communication (ISAAC), Lisbon, Portugal.                                 |
| 22 – 24 July    | Miss L Pettit<br>Dr KM Tönsing<br>Dr S Dada   | Poster: <i>Prioritizing the ICF domains for rehabilitation for adults with aphasia: Comparing three perspectives</i> . 16 <sup>th</sup> Biennial Conference of the International Society for Augmentative and Alternative Communication (ISAAC), Lisbon, Portugal.  |
| 22 – 24 July    | Mrs K van Niekerk<br>Dr KM Tönsing  | Paper: <i>Eye gaze technology with preliterate children: A South African perspective</i> . 16 <sup>th</sup> Biennial Conference of the International Society for Augmentative and Alternative Communication (ISAAC), Lisbon, Portugal.  |
| 22 – 24 July    | Dr S Dada<br>Mrs T Horn   | Poster: <i>Children's attitudes toward interaction with an unfamiliar peer with Complex Communication Needs (CCN): Comparing high- and low-technology devices</i> . 16 <sup>th</sup> Biennial Conference of the International Society for Augmentative and Alternative Communication (ISAAC), Lisbon, Portugal. |
| 22 – 24 July    | Mrs K van Niekerk<br>Mrs E Moolman  | Poster: <i>AAC assessment and service delivery in South Africa: Building infra-structure through empowerment</i> . 16 <sup>th</sup> Biennial Conference of the International Society for Augmentative and Alternative Communication (ISAAC), Lisbon, Portugal.  |
| 17 November     | Dr KM Tönsing   | Presentation: <i>At the end of the rainbow: Doing research in the South African context</i> . Presentation given to faculty members and students at the University of New Mexico, Albuquerque, UM, US.  |
| 19-22 November  | Dr MA Ronski<br>Dr R Sevcik<br>Prof J Bornman<br>Mrs A Barton<br>Dr KM Tönsing                | Paper: <i>AAC assessment in contexts of linguistic and cultural diversity: Challenges and strategies</i> . Annual Convention of the American Speech-Language Hearing Association, Orlando, FL, US.  |
| <b>National</b> |   |   |
| 20 May          | Prof J Bornman  | Paper: <i>Challenging Behaviour: A communication approach towards management</i> . Professional Development Series, Selwyn Segal House, Johannesburg.   |
| 6 June          | Mrs E Johnson<br>Prof J Bornman<br>Dr KM Tönsing  | Paper: <i>What vocabularies do children with communication challenges need to express feelings of pain?</i> OPSSA Conference, Rosebank.   |
| 10 July         | Dr PC Mills &<br>Miss C Ntuli   | Presentation: <i>Hacking barriers to learning</i> . EduWeek Africa. Sandton Convention Centre, Johannesburg.  |
| 13 August       | Prof J Bornman  | Paper: <i>Rehabilitation for children with severe communication disability in developing countries: A human rights perspective</i> . UJ Wednesday Seminar; UJ Sociology, Anthropology and Development Studies, University of Johannesburg, Johannesburg.  |
| 27 September    | Mrs K van Niekerk<br>Dr KM Tönsing  | Paper: <i>The possibilities and benefits of eye tracking for people with disabilities</i> . Eye Tracking information day of Eye Tracking South Africa, Roodepoort, South Africa.  |
| 3 October       | Prof J Bornman  | Paper: <i>Using communication boards to disclose violence: addressing global translation practices in a systematic way</i> . Annual AAC Research Seminar, Centre for AAC, University of Pretoria, Pretoria.   |

| Date             | Name   | Presentation Title, Name of Conference or Seminar and Place   |
|------------------|--|---|
| 3 October        | Dr KM Tönsing                                  | Paper: <i>Supporting multi-symbol utterances of children with little or no functional speech: A comparison of two AAC systems.</i> Annual AAC Research Seminar, Centre for AAC, University of Pretoria, Pretoria.   |
| 3 October        | Miss L Pettit<br>Dr KM Tönsing<br>Dr S Dada    | Poster: <i>Prioritizing the ICF domains for rehabilitation for adults with aphasia: Comparing three perspectives.</i> Annual AAC Research Seminar, Centre for AAC, University of Pretoria, Pretoria.  |
| 3 October        | Dr S Dada<br>Mrs T Horn                        | Paper: <i>Children's attitudes toward interaction with an unfamiliar peer with little or no functional speech: Comparing high- and low-technology devices.</i> Annual AAC Research Seminar, Centre for AAC, University of Pretoria, Pretoria.                                       |
| 3 October        | Mrs E Johnson                                  | Paper: <i>Discovering communication: What vocabulary do children with communication challenges need to express feelings of pain?</i> Annual AAC Research Seminar, Centre for AAC, University of Pretoria, Pretoria.   |
| 3 October        | Mrs R White                                    | Paper: <i>Using a symbol-based AAC system to testify in court: Vocabulary Implications.</i> Annual AAC Research Seminar, Centre for AAC, University of Pretoria, Pretoria.  |
| 3 October        | Mrs K van Niekerk Mrs E Moolman                | Poster: <i>AAC Assessment and service delivery in South Africa: Building infrastructure through empowerment.</i> Annual AAC Research Seminar, Centre for AAC, University of Pretoria, Pretoria.   |
| 10 – 12 November | Prof J Bornman<br>Dr KM Tönsing                | Paper: <i>Testifying in court by means of a picture-based symbol communication system: Creating evidence-based practice.</i> 15 <sup>th</sup> Annual Conference on Child Abuse by the South African Professional Society on the Abuse of Children (SAPSAC), Pretoria, South Africa. |
| 10 – 12 November | Mrs R White<br>Prof J Bornman<br>Mrs E Johnson | Paper: <i>Reporting Violence and Abuse: Overcoming Communication Disabilities.</i> 15 <sup>th</sup> Annual Conference on Child Abuse by the South African Professional Society on the Abuse of Children (SAPSAC), Pretoria, South Africa.   |
| 13 November      | Prof J Bornman<br>Miss C Ntuli                 | Paper: <i>Why talk about child protection and disability? Setting the scene for today's dialogue.</i> Africa Tikkun Child Protection and Disability Dialogue. Johannesburg  |



## 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  |
|---------------------|--|
| 30 January          | <i>Action research in a developing context: experiences with research projects on social and educational exclusion in African countries</i> , Workshop presented by Prof Jacques Zeelen (Groningen University) and hosted by Dr Alecia Samuels as part of the Mellon Scholarship at the Centre for AAC, University of Pretoria<br><b>Attended by:</b> Prof J Bornman, Dr KM Tönsing, Dr A Samuels, Dr S Dada, Mrs E Johnson, Mrs K van Niekerk |
| 27 – 29, 30 January | <i>ClickUP training on overview, content, assessment and management.</i><br><b>Attended by:</b> Miss R Morwane   |
| 21 February         | <i>DRIS Research Orientation Programme.</i><br><b>Attended by:</b> Mrs K van Niekerk   |
| 19 March            | <i>Vice-Principal's workshop for young academic employees. University of Pretoria.</i><br><b>Attended by:</b> Dr S Dada and Dr KM Tönsing  |
| 27 March            | <i>Occupational Health and Safety training. University of Pretoria.</i><br><b>Attended by:</b> Mr T Mahlangu   |
| 2 – 3 April         | <i>Education Induction course. University of Pretoria</i><br><b>Attended by:</b> Miss S Kola and Miss R Morwane  |
| 3 April             | <i>Re-A-Bua dialogue. University of Pretoria, Pretoria.</i><br><b>Attended by:</b> Prof J Bornman  |
| 9 April             | <i>Basic Fire prevention. University of Pretoria</i><br><b>Attended by:</b> Mr T Mahlangu  |
| 15 April            | <i>Latest Technological Developments in Mixed Methods Research. Public lecture by recipient of UP Honorary Doctorate Prof John W Creswell, University of Nebraska-Lincoln, US. Faculty of Education, Pretoria.</i><br><b>Attended by:</b> Prof J Bornman, Dr A Samuels, Dr KM Tönsing, Dr S Dada, Mrs E Johnson, Mrs K van Niekerk, Mrs E Moolman, Miss R Morwane, Mrs S Kola, Mrs L Schlebusch, (PhD student), Mrs A Naude (PhD student).     |
| 17 May              | <i>Seminar on common vision problems in the neurologically impaired child and communication development in the visually impaired child, presented by Dr Willemse (Ophthalmologist) &amp; Renate Mosca (Speech language therapist), SANDTA North Gauteng Caritas Oosterlig Gemeente, Pretoria.</i><br><b>Attended by:</b> Mrs E Moolman, Mrs K van Niekerk  |
| 24 May              | <i>Introduction to supported conversation for adults with aphasia presented by Tamsyn Bernath, hosted by Headway Tshwane.</i><br><b>Attended by:</b> Mrs E Moolman   |
| 27 May              | <i>Teaching Portfolios. Marena Lotriet, University of Pretoria.</i><br><b>Attended by:</b> Mrs K van Niekerk, Dr A Samuels, Miss S Kola, Miss R Morwane, Dr S Dada   |
| 28 May              | <i>Overview of statistical techniques. University of Pretoria.</i><br><b>Attended by:</b> Dr S Dada  |
| 4 June              | <i>Escaping from the ivory tower: Media skills for research scientists. University of Pretoria.</i><br><b>Attended by:</b> Dr S Dada   |
| 5 June              | <i>Short course on Emotional Intelligence. In-house priority course: University of Pretoria.</i><br><b>Attended by:</b> Mrs EJC Rossetti-Siefe   |



| Date                          | Conference, seminar, workshop and/or training  |
|-------------------------------|--|
| 11 – 12 June                  | <i>Seminar on Legal Capacity in Africa, convened by the Open Society Initiative of East Africa, Nairobi, Kenya.</i><br><b>Attended by:</b> Dr KM Tönsing   |
| 20 June                       | <i>Visual Scenes display – Prof Kathy Drager, Penn State University, US. CAAC, University of Pretoria.</i><br><b>Attended by:</b> Prof J Bornman, Dr S Dada, Dr KM Tönsing, Dr A Samuels, Mrs E Johnson, Mrs E Moolman, Mrs R White, Mrs K van Niekerk   |
| 24 June                       | <i>Systematic Analysis of Language Transcripts (SALT) workshop. University of Pretoria.</i><br><b>Attended by:</b> Prof J Bornman, Dr S Dada, Dr KM Tönsing, Dr A Samuels, Mrs K van Niekerk, Mrs R White  |
| 22 – 24 July                  | <i>Discovering Communication. 16<sup>th</sup> Biennial Conference of the International Society for Augmentative and Alternative Communication (ISAAC), Lisbon, Portugal.</i><br><b>Attended by:</b> Prof J Bornman, Dr KM Tönsing, Dr S Dada, Mrs E Johnson, Mrs E Moolman, Mrs K van Niekerk, Mrs R White, Miss L Pettit (MA student), Mrs I Oosthuizen (MA student), Mrs T Naude (PhD student), Mrs K Bastable (PhD student) |
| 8 August                      | <i>Gender Violence Case Management workshop. Viva Foundation of South Africa. Pretoria.</i><br><b>Attended by:</b> Mrs R White   |
| 11 August                     | <i>Top UP Women in Research. University of Pretoria.</i><br><b>Attended by:</b> Prof J Bornman   |
| 14 August                     | <i>Webmaster training. University of Pretoria.</i><br><b>Attended by:</b> Dr A Samuels, Mrs R White  |
| 14 – 15 August                | <i>Health &amp; Safety training. In-house priority course: University of Pretoria.</i><br><b>Attended by:</b> Mr T Mahlangu  |
| 20 – 22 August                | <i>Writing workshop with Derek Hook. Department of Psychology, Research Seminar Series. University of Pretoria.</i><br><b>Attended by:</b> Prof J Bornman, Dr S Dada, Mrs R White  |
| 22 August                     | <i>Re-A-Bua dialogue, University of Pretoria, Pretoria.</i><br><b>Attended by:</b> Miss R Morwane  |
| 11 September                  | <i>Info-ethics computer training, presented by University of Pretoria.</i><br><b>Attended by:</b> Dr S Dada, Mrs K van Niekerk   |
| 18 September                  | <i>BoardMaker training, Inclusive Solutions.</i><br><b>Attended by:</b> Mr T Mahlangu and Miss C Ntuli   |
| 27 September                  | <i>Eye Tracking information day of Eye Tracking South Africa. Roodepoort.</i><br><b>Attended by:</b> Dr KM Tönsing, Mrs K van Niekerk  |
| 23 September                  | <i>Faculty Research Day: Faculty of Humanities, University of Pretoria.</i><br><b>Attended by:</b> Prof J Bornman, Dr KM Tönsing, Dr S Dada, Mrs E Moolman   |
| 25 September                  | <i>Short course on fundamentals of Atlas.ti. University of Pretoria.</i><br><b>Attended by:</b> Dr KM Tönsing  |
| 2 October                     | <i>Info-ethics computer training. University of Pretoria.</i><br><b>Attended by:</b> Mrs E Moolman, Prof J Bornman, Dr KM Tönsing  |
| 3 October                     | <i>AAC Research Seminar, Centre for AAC, University of Pretoria, Pretoria.</i><br><b>Attended by:</b> Prof J Bornman, Dr KM Tönsing, Dr S Dada, Dr A Samuels, Mrs E Johnson, Mrs E Moolman, Mrs K van Niekerk, Mrs R White, Mrs S Kola   |
| 1 October 2014 – 30 June 2015 | <i>Structured Training for African Researchers (STARS), Association of Commonwealth Universities (online and face-to-face sessions at University of Pretoria).</i><br><b>Attended by:</b> Mrs E Johnson  |
| 23 – 24 October               | <i>First Aid level 1 &amp; 2. University of Pretoria.</i><br><b>Attended by:</b> Mr T Mahlangu   |
| 26 – 28 October               | <i>Professional Administrators and Secretaries Conference in South Africa (PACSA), Sun City, Rustenburg.</i><br><b>Attended by:</b> Mrs EJC Rossetti-Siefe   |

| Date             | Conference, seminar, workshop and/or training   |
|------------------|---|
| 10 – 12 November | <i>South African Professional Society on the Abuse of Children (SAPSAC), 15<sup>th</sup> Annual National Conference on Child Abuse. CSIR, Pretoria.</i><br><b>Attended by:</b> Prof J Bornman, Mrs R White, Mrs E Johnson |
| 11 November      | <i>Basic Quantitative Data Analysis-SPSS, University of Pretoria.</i><br><b>Attended by:</b> Dr S Dada , Miss R Morwane   |
| 1 – 3 December   | <i>3-day course on Race, Diversity and Transformation in Organizations.</i><br><b>Attended by:</b> Mr T Mahlangu  |

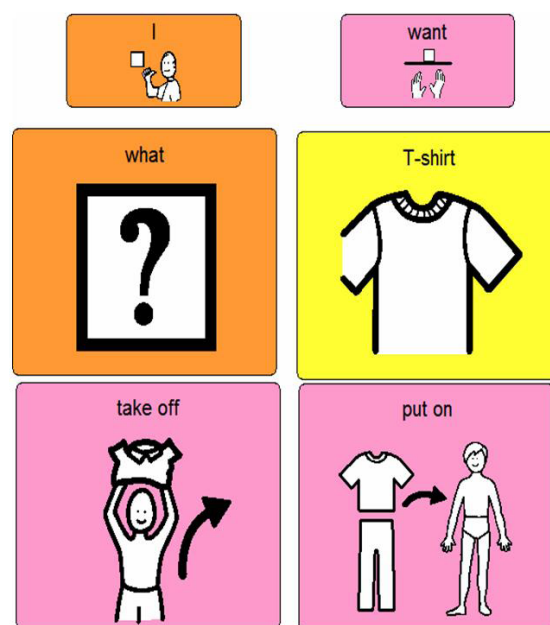


## 9. Research visits by staff to other institutions

| Staff member name | Institution name                          | Date               |
|-------------------|---|--------------------|
| Prof J Bornman    | Georgia State University, Atlanta, US     | 10 – 20 February   |
| Prof J Bornman    | Jönköping University, Sweden              | 25 May – 2 June    |
| Dr A Samuels      | University of Roehampton, London, UK      | 24 March – 3 April |
| Dr KM Tönsing     | Georgia State University, Atlanta, US     | 12 – 15 November   |
| Dr KM Tönsing     | University of New Mexico, Albuquerque, US | 17 – 18 November   |



### DRESSING AND UNDRESSING ENGLISH





## 10. Visitors to the Centre for Augmentative and Alternative Communication

**Table 5**

*Purpose of international visitors' visits and outcomes*

| Date                  | Name and designation  | Purpose of visit  | Outcomes   |
|-----------------------|---|---|--|
| 28 – 31 January       | Prof Jacques Zeelen, Groningen University, Netherlands  | Mellon Mentor visit to Dr Alecia Samuels  | As an expert in the field, Prof Zeelen presented a successful workshop on Action Research to staff and PhD students of the CAAC as well as faculty members from the Departments of Psychology and Nursing. He also critically evaluated the first draft of a journal manuscript based on Dr Samuels' PhD thesis. The visit was furthermore used to plan an action research-based community feedback meeting that took place in June 2014 in the PhD study community. |
| 13 February           | Louise McQuillan<br>Representative of Browse Aloud, Ireland   | To explore the possibilities of setting up disability-friendly websites for the University of Pretoria  | The possibilities were discussed and the representatives were referred to the web designers of UP.   |
| 23 February – 5 March | Dr Karina Huus, Dr Margareta Adolfsson, Dr Stefan Nilsson, Miss Frida Lygnegård & Miss Madeleine Sjöman, Jönköping University, Sweden | To conduct one pilot and four focus group discussions for a research study on pain management of children with CP in school settings; to transcribe and analyse results | Pilot and focus group discussions were completed. Data was analysed and two manuscripts were submitted. The comparative study in Sweden (with four focus groups) is also in progress and will be completed in 2015. Another manuscript is planned to compare the findings in the two countries, South Africa and Sweden. Paper on Human Rights and Disability was also conceptualised.   |
| 11 April              | Prof Cindy Crusto, Department of Psychology, Yale University School of Medicine, US   | Ecologically based projects to address psychological trauma among vulnerable children in the US   | Prof Crusto presented an informal discussion about studies focusing on trauma among vulnerable children in the US. Discussions focused on extending this theme of research into the Master's in Early Childhood Intervention programme to focus on exploring the trauma that vulnerable children in SA experience.   |
| 14 April              | Dr MaryAnn Ronski, Georgia State University, US   | Signing MOU as part of Georgia State University contingent  | The GSU contingent under the leadership of Dr Risa Palm visited UP to sign the university-wide MOU, thereby creating a vehicle for future collaboration. Dr Ronski assisted with logistical arrangements.  |

| Date            | Name and designation   | Purpose of visit   | Outcomes   |
|-----------------|--|--|--|
| 17 April        | Dr MaryAnn Ronski, Georgia State University, US                              | Completion of NIH funds on <i>"Brain disorders in the Developing World"</i> research project | Data scrutinisation to ensure completeness of data set (365 children from four different language groups). Visited Dr I Smuts (Steve Biko Hospital) and Dr M Malaudzi (Kalafong Hospital) to discuss this project, and explore possible collaboration in future.   |
| 5 May           | Prof Brenda Louw, East Tennessee State University, US                        | Explore possible research collaboration  | Successfully applied for Carnegie African Diaspora Fellowship programme with a project entitled <i>"Collaborative research on cross-cultural translation of communication assessment measures: Using the ICF-CY as a basis"</i> . Data collection will commence in 2015.   |
| 17 – 26 June    | Mrs Andrea Barton-Hulsey and Mrs Anni Whitmore, Georgia State University, US | NIH-funded research project on <i>"Brain disorders in the Developing World"</i> .            | Presented training on the SALT analysis. During this two-week period, 20 parent-child interactions with children were analysed using the SALT analysis. Coding conventions for the four languages included were developed. A short training course was presented to speech language therapists invested in language development.   |
| 19 – 27 June    | Prof Kathy Drager, Penn State University, US                                 | Present a workshop on Visual Screen Display (VSD)  | Discussed the uses of visual scene displays (VSDs) with beginning communicators (including young children and older individuals) who require augmentative and alternative communication (AAC). Current approaches to aided AAC systems, along with considerations for addressing the appeal of AAC systems through the use of VSDs. Presented research results with young children and older individuals, along with videos of individuals with developmental disabilities across the lifespan using VSDs. |
| 8 – 15 July     | Dr Kobie Boshoff, University of South Australia, Adelaide, Australia         | PhD students   | Presented workshop on systematic reviews as a research methodology to M (AAC) and PhD students. This enabled students to strengthen the literature chapters of their theses by applying this methodology.  |
| 20 – 24 October | Prof Diane Bryen, Temple University, US                                      | Training to police officers  | Presented training at Orange Farm and Diepsloot to police officers on how to take statements from persons with disabilities, in particular ones with significant communication difficulties. A manuscript in this regard is currently being prepared.  |



*The signing of the MOU between  
UP and Georgia State University*



*Dr Alecia Samuels, Prof Jacques Zeelen,  
Groningen University, Netherlands and  
Prof Juan Bornman*



*Prof Juan Bornman, Dr Kobie Boshoff, University of South Australia,  
Adelaide, and Miss Refilwe Morwane*



*Prof MaryAnn Ronski, Georgia State  
University, and Prof Juan Bornman*



## 11. Achievements and/or special involvements

### 11.1 Staff Achievements

- Prof J Bornman and co-authors were awarded a prestigious prize from the Australian Society for Intellectual Disabilities (ASID) for the best International Research Article in the *Journal for Intellectual and Developmental Disabilities*.
- Prof J Bornman was one of the top 2014 Women in Science at the University of Pretoria Awardees.
- Dr KM Tönsing was promoted to senior lecturer.
- Dr A Samuels was awarded a two-year post-doctoral fellowship at Jönköping University, Sweden (2015-2016).
- Mrs S Kola received the Golden Key Award.
- Mrs E Johnson received the Structured Training for African Researchers (STARS) award for emerging researchers from the Association of Commonwealth Universities.
- Mrs E Johnson was awarded the Margaret McNamara Memorial Fund Award for 2015.

### 11.2 Student Achievements and Awards

- The *Semantic Compaction Systems Award* for the best AAC research on a Master's or PhD level project completed during 2014 was awarded to Dr Tracy Naude.
- The *Inclusive Solutions Award* for the best Honours student was awarded to *Miss Jocelyn Mngomezulu*.
- Dr A Samuels received a Thuthuka grant from the NRF.
- The following PhD students were awarded bursaries: Miss Anushka Mantri (postgraduate UP), Mrs Thilen Kyarkanyane (postgraduate UP), Miss Inneke Greyvenstein (postgraduate UP), Mrs Alida Naude (postgraduate UP) Mrs Ensa Johnson received a postgraduate UP bursary, as well as the NRF Sabbatical Grant to complete her PhD; Liezl Schlebusch (postgraduate UP and NRF) Kirsty Bastable, (postgraduate UP and NRF) and Maria Ramaahlo (postgraduate UP).
- The following M (AAC) student was awarded a postgraduate UP bursary: Mrs Bunmi Abiodun.
- The following M(ECL) student was awarded a postgraduate UP bursary: Miss Aida D'Amico.
- Miss K Brewis and Miss L Pettit were awarded the NRF Grantholder-linked student support bursaries.



Dr Kerstin Tönsing, Dr Shakila Dada, Prof Juan Bornman and Kirsty Bastable in The Netherlands celebrating Kirsty's PhD oral exam.



Dr Shakila Dada, Mrs Tracy Naude, Prof Juan Bornman and Dr Kerstin Tönsing celebrating Tracy's PhD oral exam.

## 12. Professional academic activities

### 12.1 Involvement with other universities as external examiners

- Prof J Bornman acted as external examiner for a research thesis at the School of Health Sciences, Division of Health Sciences, University of South Australia
- Prof J Bornman acted as an Expert Reader for a PhD study at Penn State University.
- Dr S Dada acted as external examiner for the Speech and Hearing Therapy Department of the University of the Witwatersrand (Module SPPA 4007).
- Dr KM Tönsing served as external examiner for the Speech-Language Pathology and Audiology Department of Limpopo University (Medunsa campus) (Module SLPA 410).
- Dr A Samuels and Dr KM Tönsing acted as external examiners for the Speech and Hearing Therapy Department of the University of KZN (Module CPSL453).

### 12.2 Referee duties

- Prof J Bornman was a reviewer for the NRF rating applications and reviewer for the Master's and Doctoral bursaries.
- Prof J Bornman acted as a reviewer for manuscripts from the following journals: AAC Journal, Journal of Social Inclusion, Developmental Medicine and Child Neurology.
- Dr S Dada served as a reviewer for a manuscript submitted to Agenda: Empowering women for gender equity.
- Mrs R White served as a reviewer for a manuscript submitted to Agenda: Empowering women for gender equity.
- Dr KM Tönsing acted as reviewer for a manuscript submitted to the American Journal of Speech-Language Pathology.
- Dr A Samuels acted as reviewer for a manuscript submitted to the Developmental Neuro-rehabilitation Journal.

### 12.3 Other duties

Staff members serve on a variety of different committees:

|                       |  |
|-----------------------|--|
| <b>Prof J Bornman</b> | Faculty Transformation Committee (as co-chair)<br>Human Resource Development Committee<br>Faculty Skills Development Committee   |
| <b>Dr KM Tönsing</b>  | Research Committee of the International Association for AAC; Teaching and Learning Committee (till Aug 2014) as editor-in-Chief for speech and language on the continuous education committee of the South African Speech-Language Hearing Association |
| <b>Mrs E Johnson</b>  | Teaching and Learning Committee (September 2014 - present)   |
| <b>Dr S Dada</b>      | Research Committee: Faculty of Humanities<br>Chair of Departmental Research Committee  |

## 13. Media

- Louw, P. (2014, September 14). "Her first words – at 21". Times Live. Retrieved from <http://www.timeslive.co.za/thetimes/2014/09/14/her-first-words---at-21>.
- Otto, H. (2014, September 13). Sonder 'n stem vlieg hul hoog. Beeld. Retrieved from <http://www.netwerk24.com/ontspan/2014-09-13-sonder-n-stem-vlieg-hulle-hoog>
- C Ntuli, "In her own words", Drum Magazine, November 2014.
- C Ntuli was interviewed by the Drum and the video is screened on You Tube.
- Prof J Bornman, "Showcasing women in Science", Tukkies, (20) (2), p 21.
- Mrs R White, "Giving the defenceless a voice", UP web page.

**DRUM Inspiration**



**HER EYES** light up as the camera flashes. She appears to be teasing the DRUM photographer with her bright, enigmatic smile.

Constance Ntuli (28) is a trendy, young woman with a unique style. Today, she's matched an orange printed Afro-chic skirt with a pair of white Converse All Star sneakers.

But behind the fun exterior lies a young woman who has had to cope with growing up with a physical disability that has left her unable to speak for 18 years.

But you won't hear her complain – on the contrary, her determination has made her into a powerful motivational speaker and an inspiration to many.

When we ask her to share her incredible journey, her fingers move quickly and gracefully across her mobile phone. She presses the "play" button.

"Good day, it's lovely to meet you," an automated voice calls out from her phone.

Constance is using computer and mobile phone technology from the Centre

**ABOVE:** Under the guidance of AAC's Juan Bornman, Constance Ntuli has learnt to speak again.

# IN HER OWN WORDS

After a mysterious illness left her unable to speak, Constance Ntuli's life was a misery. Now, thanks to computer and mobile phone technology, she can make herself heard and is living her dream

BY AYANDA SITHOLE  
PICTURES: TUMELO LEBURU

106 | 8 NOVEMBER 2014 | [www.drum.co.za](http://www.drum.co.za)



## 14. Staff

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

|   |   |
|---|---|
| <i>Professor &amp; Director:</i>        | Prof J Bornman (40 hours per week)                  |
| <i>Senior Lecturer:</i>                 | Dr S Dada (40 hours per week)                       |
| <i>Lecturer:</i>                        | Dr A Samuels (40 hours per week) January to October |
| <i>Lecturer:</i>                        | Dr KM Tönsing (40 hours per week)                   |
| <i>Departmental Administrator:</i>      | Mrs EJC Rossetti-Siefe (40 hours per week)          |
| <i>Disability Consultant Assistant:</i> | Mr T Mahlangu (40 hours per week)                   |

### 14.2 Extraordinary professors appointed in CAAC

|               |               |
|---------------|---------------|
| Prof E Alant  | (2012 – 2014) |
| Prof D Bryen  | (2013 – 2015) |
| Prof M Ronski | (2014 – 2016) |

### 14.3 CAAC staff funded from outside funds

|                                  |  |
|----------------------------------|--|
| <i>Lecturer:</i>                 | Mrs E Johnson (40 hours per week) on sabbatical leave 1 January to 31 August     |
| <i>Lecturer:</i>                 | Miss R Morwane (40 hours per week)   |
| <i>Lecturer:</i>                 | Miss S Kola (40 hours per week) 2 February to 31 December (replacement position) |
| <i>Research Consultant:</i>      | Mrs R White (25 hours per week) Maternity leave from 3 January to 5 May 2014     |
| <i>Lecturer:</i>                 | Mrs K van Niekerk (20 hours per week)  |
| <i>Lecturer:</i>                 | Mrs E Moolman (10 hours per week)  |
| <i>Administrative Assistant:</i> | Miss C Ntuli (25 hours per week)   |
| <i>Disability Consultant:</i>    | Dr PC Mills (5 hours per week)   |
| <i>Research Consultant:</i>      | Mrs R Owen (5 hours per week)  |

### 14.4 External examiners

#### PHD:

|                   |                          |  |
|-------------------|--------------------------|--|
| Prof F Loncke     | Dissertation: T Naude    | University of Virginia, Charlottesville, US        |
| Prof J Stephenson | (AAK 990)                | Macquarie University, Sydney, Australia            |
| Prof A Pinto      | Dissertation: K Bastable | University of Porto, Porto, Portugal               |
| Dr K Boshoff      | (AAK 990)                | University of South Australia, Adelaide, Australia |

#### MAAC:

|                  |                                |                           |
|------------------|--------------------------------|---------------------------|
| Mrs A Beringer   | AAK 807                        | Private Practice          |
| Mrs M Coetzee    | AAK 895                        | Private Practice          |
| Mrs A Gonasillan | AAK 806                        | Private Practice          |
| Mrs M Herold     | AAK 809, AAK 810               | Private Practice          |
| Mrs I Strauss    | AAK 804                        | Private Practice          |
| Mrs A Tyrane     | AAK 805                        | Private Practice          |
| Prof K Drager    | Dissertation: T Horn (AAK 890) | Penn State University, US |

**MAAC:**

|                  |                                  |                           |
|------------------|----------------------------------|---------------------------|
| Prof R Koul      | Dissertation: L Pettit (AAK 890) | Texas Tech University, US |
| Prof DN Bryen    | Dissertation: R White            | Temple University, US     |
| Prof A Hesselink | Dissertation: R White            | Unisa, SA                 |

**MECI:**

|                 |        |  |
|-----------------|--------|--|
| Miss D Sing     | MECI 1 | Department of Occupational Therapy, University of KwaZulu-Natal    |
| Miss F Firfirey | MECI 2 | Department of Occupational Therapy, University of the Western Cape |

**HONOURS:**

|                |   |
|----------------|---|
| Mrs T Bell     | Department of Occupational Therapy, University of the Western Cape                            |
| Dr Y Havenga   | Department of Nursing, Tshwane University of Technology                                       |
| Dr M Smit      | School of Education, North West University  |
| Miss C Strydom | Department of Speech Language and Hearing Therapy, University of Stellenbosch                 |
| Mrs M Mophosho | Department of Speech pathology and Audiology, University of the Witwatersrand                 |
| Dr A Wium      | Department of Speech-Language Pathology and Audiology, University of Limpopo (Medunsa Campus) |

## 15. Objectives for 2015

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

- To increase the number of full-time academic staff (on outside funds) with a PhD qualification
- To support academic staff to apply for research funding through various funding channels
- To participate in Faculty Research Theme research projects
- To apply for an internationally funded research project on Mobile Health and children with developmental delay
- To participate in a collaborative international research project on engagement in the preschool context
- To strengthen a research visibility and reach by increasing citations and joint publications with international peers

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

- To graduate four PhD students and enrol two new students
- To graduate eight M (AAC) students and enrol six new students into the programme
- To graduate eight M (ECI) students and enrol 16 new students
- To secure bursaries for at least 12 postgraduate students

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

- To source tenders for the “Disability and Etiquette” training in the workplace
- To apply for funding for the Fofa project in order to ensure its sustainability
- To source AAC tenders in the Health and Education domains
- To identify a strategic African partnership with a sister university
- To develop tailor-made programmes for target groups with an online focus

### 15.4 UP Strategic Goal – Strengthen International Profile

- To attract two international postgraduate students
- To host three international researchers
- To establish a system to support AAC practitioners in Africa

## Acknowledgments

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*The following foundations and departments that financially supported the activities of the CAAC during 2014 are hereby acknowledged. Thank you for adding to our vision through your contributions.*

Momentum  
National Research Foundation (NRF)  
National Institute for Health (NIH): Fogarty Grant  
Eastern Cape Department of Education  
Adler's Caterers  
Desmondi Caterers

*Appreciation is also expressed towards companies for donating two cash awards to outstanding students. These prizes continue to inspire students.*

Semantic Compaction Systems  
Inclusive Solutions

*The following associations and institutions are acknowledged with gratitude.  
Thank you for collaborating with us and strengthening research and teaching ties in this way – we trust that it renders mutual benefit!*

ISAAC & INTERFACE  
University of North Carolina Chapel Hill, US  
University of Limpopo – Medunsa Campus  
University of South Australia, Australia  
Tshwane University of Technology  
East Tennessee State University, US  
University of Jönköping, Sweden  
University of the Witwatersrand US  
Penn State University, US  
Georgia State University, US  
University of Porto, Portugal  
University of New Mexico, US  
Macquarie University, Australia  
University of the Western Cape  
University of KwaZulu-Natal  
University of Johannesburg  
University of South Africa  
University of the Free State  
University of Cape Town  
Stellenbosch University  
North West University  
Temple University,  
University of Virginia, US  
Texas Tech University, US

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

Our sincere gratitude to Miss Carla Nieuwenhuizen and Miss Christel van Dyk who use AAC and 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 colleagues and to benefit from your contributions on a daily basis.*

Prof C de la Rey (Vice-Chancellor and Principal)  
Prof N Duncan/H Stander (Dean/Acting Dean: Faculty of Humanities)  
Academic Administration (Humanities and Health Sciences)  
Department of Residence Affairs and Accommodation  
Department of Marketing Services and Communication  
Centre for Child Law  
Client Service Centre  
Facilities Management  
Department of Finance  
Centre for Human Rights  
Department of Child Health  
Department of Library Services  
Department of Security Services  
Department of Education Innovation  
Department of Communication Pathology  
Department of research Support Development  
Department of Educational Psychology  
Department of Occupational Therapy  
Department of Human Nutrition  
Department of Physiotherapy  
Department of Social Work  
Department of Nursing  
Disability Unit  
TuksAlumni  
CE@UP

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

A heartfelt word of gratitude also goes to CAAC's 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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