



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Humanities

Fakulteit Geesteswetenskappe
Lefapha la Bomotheo

2019

Annual Report

Centre for Augmentative and
Alternative Communication

www.up.ac.za

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; and
- policy implementation.

ACKNOWLEDGEMENTS

The Director and staff compiled the annual report contributions.
Photos were taken by EyeScape Photographers and staff members of the CAAC.
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**Centre for Augmentative and
Alternative Communication
(CAAC)**

ANNUAL REPORT 2019

2019 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)

CENTRE FOR AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

2019 STAFF



Left to right: Dr Alecia Samuels, Ms Constance Ntuli, Ms Refilwe Morwane, Prof Juan Bornman, Ms Liza Rossetti-Siefe, Prof Shakila Dada, Associate Professor Kerstin Tönsing, Ms Nokulunga India
Inserts: Dr Ensa Johnson, Mrs Enid Moolman, Mr Terrence Mahlangu

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 Office Solutions)

ACRONYMS

AAC	Augmentative and Alternative Communication
AACPM	American Association of Colleges of Podiatric Medicine
AAATE	Association for the Advancement of Assistive Technology in Europe
App	Application
ASD	Autism Spectrum Disorder
ASHA	American Speech-Language and Hearing Association
BA (Hons) AAC	Bachelor's Honours degree with specialisation in Augmentative and Alternative Communication
BUILD	BUILD is a committee of the International Society for AAC (ISAAC) that focuses on supporting the work of the AAC Emerging Countries
CARAT	Children's Action-Reaction Assessment Tool
CPD	Continuing Professional Development
DAAD	German academic exchange services
DART	Research partners at DART (Centre for Augmentative and Alternative Communication and Assistive Technology) at Sahlgrenska University Hospital, Sweden
DCDA	Developmental Communication Disorders A-paper
DHET	The Department of Higher Education and Training
ECD	Early Childhood Development
GIBS	Gordon Institute of Business Science
HPCSA	Health Professions Council of South Africa
HWSETA	Health and Welfare Sector Education and Training Authority
IALP	International Association of Logopedics and Phoniatrics
ICPS	International Convention of Psychological Science
ICT	Information and Communications Technology
ISAAC	International Society for Augmentative and Alternative Communication
ISOPO	International Society of Paediatric Oncology
ISI	International Scientific Indexing
JU	Jönköping University
KMP	Human communication module (offered in BA Speech-Language Pathology and BA Audiology degrees)
LSPID	Learners with Severe Profound Intellectual Disabilities
LUH	Leibniz University Hannover
MA (AAC)	Master's degree with specialisation in Augmentative and Alternative Communication
M (ECI)	Master's degree with specialisation in Early Childhood Intervention
NICD	The National Institute for Communicable Diseases
NIH	National Institute of Health
NIHSS	National Institute for the Humanities and Social Sciences
NRF	National Research Foundation
NUL	National University of Lesotho
PAL	Program for Academic Leadership
PCS	Picture Communication Symbols
PhD	Doctor of Philosophy
PI	Primary investigator
SASHLA	South African Speech-Hearing-Language Association
SASUF	South Africa – Sweden University Forum
SARChI	South African Research Chairs Initiative
SACE	South African Council for Educators
SENSE	Socio-Economic and Natural Sciences of the Environment
SMU	Sefako Makgatho University
STIFT	Online teaching programme - name derived from the verb 'stiften' (to donate) and originally meant a donation
STINT	Swedish Foundation for International Cooperation in Research and Higher Education
SWL	Speech Science module (offered in BA Speech-Language Pathology and BA Audiology degrees)
UNICEF	United Nations Children's Fund
UP	University of Pretoria



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MESSAGE FROM THE DIRECTOR



The art of communication is the language of caring...

Words are beads in the strings of sentences – and activities are beads in the strings of time. So, let's use this Annual Report to reflect on 2019 and make a beautiful necklace!

The year 2019 provided us an opportune time for reflection as it signifies the last year of the decade, coincides with the end of the second cycle of the University of Pretoria's strategic plan, UP 2025, and concludes my second term of tenure as the Director of the Centre (2009 -2019). Therefore, I meticulously gathered the words, activities and memories like one who picks up spilled beads, and it provided me the opportunity to ponder the colour, texture and uniqueness in each one.

From its modest 1990-origins, starting with one professor (Prof Erna Alant) and myself as her temporary, part-time research assistant with no students, the Centre has developed into a vibrant, diverse multi-disciplinary team with three professors, two extra-ordinary professors, two senior lecturers, three lecturers, a junior research fellow, and two professional staff members. Together, we have been serving 135 postgraduate students and two post-doctoral fellows who have all chosen to study at the Centre. As economies globally become more knowledge-based, education is seen as an important driver of growth. Hence, the additional 321 students enrolled in different degree programmes and at different universities (both locally and internationally) – who were also taught by this cohort of academics – constitute a significant student corps.

As always, we take pride in being a research-intensive centre. Our diverse research activities, like a string of beads, provide many-coloured lenses that each paints the world uniquely by showing only what lies in its direct focus. The value and attractiveness of the individual beads grow exponentially when strung together. The basis of our cooperative scientific research, which has spanned almost three decades, was created through a focus on key research areas and activities that are innovative and sustainable. Disability is a multi-dimensional construct, present across the lifespan, and therefore it poses complex research challenges that cannot be resolved through linear thinking. We need to integrate perspectives across disciplines and across generations, and we have to include established researchers, research mentors as well as early career researchers if we aim to accelerate the development of our research capacity. Science and the spirit of research do not know country borders and therefore we think globally and maintain research and teaching partnerships with leading universities both inside South Africa and internationally. Our transdisciplinary spirit and cooperative style of conducting research is reflected in our involvement in three large-scale funded interdisciplinary research projects. Our willingness to cooperate with other researchers (nationally and internationally) has served to strengthen the Centre as a science location of excellence. Therefore, it is hardly surprising that we hosted 21 international visitors during 2019!

Research serves a further important function at the Centre: it directly informs our teaching practices. We constantly reflect and expand on existing inquiry-led teaching praxis so as to ensure development of both the range and quality of what we offer to our students. Our research students are given excellent supervision from the word 'go', which enables them to recognise and learn to use their true potential. We pride ourselves on delivering academic content that is diverse, exciting, creative and accessible, flavoured by contemporary research evidence. We draw satisfaction from seeing our students grow as scholars, develop as individuals and watch them find new confidence in their own practice as their dedication and continuous hard work pay off – brilliant beads strung on the chain of education. South Africa has recognised the value of PhDs to drive innovation for economic prosperity and therefore set

an active objective in the National Development Plan 2030 to increase the number of PhD graduates at all South African universities. At the Centre we aim to deliver graduates across all levels – from Honours through Master's to PhD – with transferable skills. In other words, not only do we attempt to provide them with specialised knowledge of their discipline, but also with a broader understanding of the environment and context in which they operate. This knowledge, coupled with a focus on continuous learning and application of their newly acquired knowledge, makes them highly productive clinicians, teachers and general members of South Africa's workforce. Moreover, we focus on training them to become inquisitive, rational thinkers who can solve complex problems, who can take research evidence and context into consideration when making decisions, and who have an aptitude to seek new solutions and apply innovative ways of working. Finally, through our teaching model we foster access to intellectual and technical networks as well as global linkages for our students, which contribute to internationalisation and an integrated multi-disciplinary teamwork.

The ripple effect of our training has touched not only our students. This annual report shows that the Centre did not step quietly into 2019 – we leapt into a calendar that was packed with a variety of advocacy events aimed at increasing disability awareness. We forged new alliances with various stakeholders, including entities that employ our students and alumni. Partnerships with Government and the private sector fostered awareness of the scope and quality of our offering. We set the bar even higher than before and conducted numerous vibrant training sessions that were realised with support from stakeholders. Our workshops continued to grow and attract new participants, thereby setting excellent standards that provided our funding stakeholders the opportunity to witness the quality and professionalism of the Centre staff. Once again, these events were like beads on a string, separate episodes held together by a common thread.

So, while writing for the last time as the Director of the Centre, like a child stringing beads, happy, absorbed and quietly stringing one bead after the other – I reflect on what was achieved in the past, and look forward to exciting new opportunities for the Centre. I want to take this opportunity to thank our funders for their generosity; the Advisory Committee for their wise counsel and valuable work; the Dean of our faculty, Professor Vasu Reddy, a man of great sagacity (without whom being at the helm of our faculty, the Centre would not have been in the excellent position it is in today); the management of the University of Pretoria; our colleagues and partners from across the globe; our students who put their faith in the quality of the work that we do, for choosing us and for creating a strong and responsive learning community; and the many persons who use AAC and their families for letting us into their lives.



However, such great strides as described in this Annual Report cannot take place without an enormous amount of effort from all the Centre staff – undoubtedly our greatest asset. I want to acknowledge and thank each one of the passionate and hard-working team members for their tireless dedication, courage and determination. Thank you, Alecia, Constance, Enid, Ensa, Kerstin, Liza, Nokulunga, Refilwe, Shakila, and Terrence for sharing your talents so freely – not only with students but also during training and philanthropic activities. You are the often unsung heroes of what we do!

It is said that life is just a blank chain, and precious moments are the beads we hang on it to make it beautiful. I believe that the next decade will see the Centre continue its current growth trajectory locally, nationally and internationally under the Directorship of Prof Shakila Dada as she and her team nurture a new generation of world-class leaders in AAC and ECI. My best wishes accompany them and I will enthusiastically continue to support and cheer them on.

J BORNMAN
DIRECTOR: CAAC

December 2019

CAAC AT A GLANCE – 2019

4	UP-funded academic staff members
4	Outside-funded academic staff members
2	UP-funded professional staff
3	Postdoctoral and junior research fellows
1	Extraordinary professor
135	Postgraduate students
45	Postgraduate graduandi
26	Student bursaries
3	Funded research projects
16	Peer-reviewed, accredited journal publications
5	Invited book chapters
21	International visitors
321	Students taught from other programmes and/or at other universities



THE YEAR IN REVIEW: 2019 IN A NUTSHELL

1.1 UP Strategic Goal – To optimise resources and enhance institutional sustainability

Objectives	Outcomes
<ul style="list-style-type: none"> To conduct six medico-legal consultations. To secure two training tenders for government. To develop one tailor-made online training programme. 	<ul style="list-style-type: none"> Four medico-legal assessments were conducted with regard to quantum trials with one court appearance. One training tender was conducted for the Mpumalanga Department of Education and one private tender for Vumanasibelo School in Newcastle. The development of an online training programme for National University of Lesotho (NUL) is in progress.

1.2 UP Strategic Goal – To drive transformation

Objectives	Outcomes
<ul style="list-style-type: none"> To enhance the staff diversity profile and foster an environment free from prejudice in which everyone feels welcome and equally valued. To eliminate intergroup disparities in the enrolment, retention and graduation rate. To ensure that all curricula and ClickUP modules are accessible and to foster a learning environment free from prejudice, in which all students feel welcome and equally valued. To host a UP-wide seminar on the accessibility of online modules. 	<ul style="list-style-type: none"> 50% of the academic staff (both on outside funding and UP-funded) are black academics, as is the case with the UP-funded professional staff. Additionally, a disability advocate, Ms Ntuli, is appointed on outside funding. In total, the Centre is home to 43.3% black postgraduate students, spread across our four academic programmes: 56% in the BA Hons (AAC), 32% in the M(AAC), 36% in the M(ECI) and 50% in the PhD. Curricula and ClickUP are continuously monitored and updated. Dr Samuels presented a seminar on this topic as part of the Faculty of Humanities' Teaching and Learning Discussion Forum.

1.3 UP Strategic Goal – To enhance access and student success

Objectives	Outcomes
<ul style="list-style-type: none"> To graduate three PhD students and enrol two new PhD candidates. To graduate ten M(AAC) students and enrol ten new students. To graduate 18 M(ECI) and enrol 20 new students. To graduate 16 BA Honours (AAC) and enrol 20 new students. 	<ul style="list-style-type: none"> Four PhD students graduated, with two new enrolments. Six M(AAC) students graduated (five in April and one in September), while 13 new students were enrolled. 22 M(ECI) students graduated in April and 21 new students enrolled for the programme. Thirteen BA Hons (AAC) students graduated in April, and 13 new students enrolled.

- #### 1.4 UP Strategic Goal - To strengthen research and international profile

1.5 UP Strategic Goal – To strengthen social responsiveness and impact in society

Serviço de emergência médica · Emergency Medical Services | Ajuda humanitária · Humanitarian aid Portuguese/Português

This picto-sheet was created via www.bildstod.se by DART - Centre for AAC and AT, Sahlgrenska University Hospital, Sweden, in collaboration with the Centre for Augmentative and Alternative Communication, University of Pretoria. This picto-sheet is free for anyone to use and share.

1. TEACHING AND LEARNING

1.1 Academic programmes

Summary of academic programmes and student profile

DEGREE PROGRAMME	STUDY YEAR AND NUMBER OF STUDENTS	OUTCOMES
PhD	Graduates: 4 4 th year: 5 3 rd year: 3 2 nd year: 2 1 st year: 2	Ms K van Niekerk and Ms E Viljoen graduated in April 2019. Ms A Mantri-Langeveldt and Ms C Wepener completed their study and will graduate in April 2020. Fourth-year students who are in the final stages of their research are expected to complete their studies in 2020. As per the MOU requirement, one first-year student completed her proposal and will continue, while one student disenrolled.
Master's in Augmentative and Alternative Communication MA (AAC)	Graduates: 6 2 nd year: 9 1 st year: 13	Three students from the coursework programme graduated in April and three from the research-based programme (two in April and one in September). Two students graduated cum laude. Nine students completed their studies (eight completed course work and one completed the research programme). They are expected to graduate in May 2020. Four of the thirteen newly enrolled students discontinued due to personal reasons, while the other nine successfully completed their first year.
Master's in Early Childhood Intervention M(ECI)	Graduates: 22 2 nd year: 17 1 st year: 21	Twenty-two students graduated from the M (ECI) programme at the Autumn graduation in April 2019. Seventeen students successfully completed the second year of MECI with one student obtaining the degree cum laude. Of the 21 new enrolments, nineteen first-year students successfully progressed to the 2 nd year in 2020.
Honours in Augmentative and Alternative Communication BA Honours (AAC)	Graduates: 13 2 nd year: 5 1 st year: 13	Thirteen new students enrolled for the one-year programme and 10 completed their studies successfully. Four of the five students who spread the one-year programme over two years completed their second year successfully. Thirteen students will graduate, four cum laude.



Dr Karin van Niekerk and Dr Erna Viljoen with Prof Juan Bornman and Prof Kerstin Tönsing at the April graduation

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

Ms Enid Moolman presented a module on Augmentative and Alternative Communication to both the second-year and third-year Speech-Language Therapy and Audiology students (Department of Speech-Language Pathology and Audiology). The module for the second year (SWL 220) was presented during the second semester and comprised of 14 lectures, spread over seven weeks. A total of 60 students were enrolled for the module and all passed – 14 with distinction.

Due to the 2016 re-curriculisation in the Department of Speech-Language Pathology and Audiology, four students still had to complete the KMP 320 (old curriculum) module. Section A of this module is Augmentative and Alternative Communication, which Mrs Enid Moolman presented during the second semester. All four students passed the module.

1.3 CAAC involvement in academic programmes of other universities

1.3.1 Sefako Makgatho University (SMU), Ga-Rankuwa

Twenty-six final-year Speech-Language Therapy and Audiology students and their lecturer, Ms Vuledzani Madima, visited the Centre for AAC on 21 May. Prof Kerstin Tönsing gave a lecture on AAC technology while Ms Constance Ntuli, Carla van Nieuwenhuizen and Zainab Omar (invited guest speakers) shared their experiences on using AAC to overcome communication difficulties. They used tablet-based AAC technology to communicate with the students. Staff from the Centre for AAC then exposed students to various types of AAC technology via a number of workstations where students gained hands-on experience with the technology. The students commented on the benefits of seeing AAC in action and meeting persons using AAC as positive role models who are participating in education and employment respectively.



1.3.2 Jönköping University (JU), Sweden

From 16 to 18 September, Dr Alecia Samuels and Prof Shakila Dada – together with A-Prof Karina Huus and Dr Maria Björk (Jönköping University) – facilitated a collaborative online research training module on Conducting Ethical Research with Children. Twenty-two Master's and PhD students from Jönköping University and twenty-one M(ECI) students at UP were involved. This training module served as preparation for the M(ECI) students enrolled in the ECI 871 and ECI 873 research modules and for the international students' individual research projects. The international students were given access to the module on ClickUP and were placed into four discussion groups together with the M(ECI) UP students. One of the four academics mentioned above facilitated each discussion group. The feedback from all students was very positive and facilitated deeper engagement with the topic. The international students in particular indicated that they had learned a lot and that the training had given them new insights. It alerted them to be constantly aware of ethics, to be cognisant of context in terms of where one undertakes research, and to be suitably informed of context specific ethical legislation that pertains to research with children.

1.3.3 Leibniz University Hannover (LUH), Germany

Between 7 and 13 November, Prof Juan Bornman presented lectures to 150 Bachelors and 70 Master's students (20 students in Speech-Language Pathology and 50 students in Special Education) at Leibniz University as part of their formal curriculum:

- *Augmentative and Alternative Communication (AAC): An Introduction* (7 November) as well as *Supporting literacy with AAC tools in primary school children* (14 November): Both of these seminars were presented to the M.Ed. students in the Speech-Language Therapy at School curriculum as part of their "Language Intervention in the inclusive classroom" series.
- *AAC in school settings* (12 November). This lecture was presented to the BA (Special Education) students as part of their "Developmental Language Disorders in Children and Youth" module {*Störungen des Spracherwerbs im Kindes- und Jugendalter*}.
- *Speech therapy service delivery: An example from a low- and middle-income country* (13 November). This seminar was delivered to the MA (Speech Language Pathology) students as part of their module on "Service Delivery in Neurological Disorders" {*Neurologische Perspektiven der Intervention bei Sprach- und Kommunikationsstörungen*}.

Three of these lectures were also recorded as part of the STIFT online project, which is funded by the Ministry of Education of the State of North Rhine Westfalia. The project aims at delivering distance learning for teachers in inclusive settings. Students found the lectures intriguing and stated that they guided them understand the discipline in a more holistic way. PhD and post-doctoral students from the Institute of Special Education also participated and discussed international issues at length.

1.3.4 Penn State University, Pennsylvania, US

On 6 February, Prof Juan Bornman presented a doctoral seminar entitled "*Service delivery in low-income countries: Opening Pandora's box?*" to ten PhD students in the AAC programme at Penn State University as part of a seminar series by Prof Janice Light. Prior to this presentation via BlackBoard, students received a reading list to prepare themselves for the seminar. This seminar elicited lively discussions and debate, and students found the online format appealing.

1.4 Lectures by UP staff at other universities not linked to teaching

Dada, S. (2019, April). *Scoping review methodology*. Manchester Metropolitan University, UK.

Dada, S. (2019, December). *AAC and inclusive education in South Africa*. Stockholm University, Sweden.

2. RESEARCH

2.1. Publications

2.1.1 Journal articles in peer-reviewed, accredited journals

- Balton, S., Uys, K., & Alant, E.** (2019). Family-based activity settings of children in a low-income African context. *African Journal of Disability*, 8, a364. doi:10.4102/ajod.v8i0.364
- Bornman, J., & Louw, B.** (2019). Personal commitment statements: Encouraging the clinical application of continuing professional development events for health practitioners in low- and middle-income countries. *Journal of Continuing Education in the Health Professions*, 39(2), 86–91. doi:10.1097/CEH.0000000000000248
- Brock, K. L., Koul, R., Corwin, M., & Schlosser, R. W.** (2019). The psychometric properties of the communicative competence scale for individuals with Aphasia using speech-generating devices. *Aphasiology*, 33(5), 520–543. doi:10.1080/02687038.2018.1561639
- Dada, S., Stockley, N., Wallace, S. E., & Koul, R.** (2019). The effect of augmented input on the auditory comprehension of narratives for persons with chronic aphasia: A pilot investigation. *Augmentative and Alternative Communication*, 35(2), 148–155. doi:10.1080/07434618.2019.1576766
- Gropp, M., Johnson, E., Bornman, J., & Koul, R.** (2019). Nurses' perspectives toward patient communication using a low-technology communication board in an intensive care setting – a pilot study. *Health South Africa Gesondheid*, d 24(0), a1162. doi: 10.4102/hsag.v24i0.1162
- Jansson, A., Martin, T. R. S., Johnson, E., & Nilsson, S.** (2019). Healthcare professionals' use of augmentative and alternative communication in an intensive care unit – a survey study. *Intensive and Critical Care Nursing*, 54, 64–70. doi:10.1016/j.jccn.2019.04.002
- Johnson, E., Nilsson, S., & Adolfsson, M.** (2019). How pain management for children with cerebral palsy in South African schools complies with up-to-date knowledge. *African Journal of Disability*, 8, a575. doi:10.4102/ajod.v8i0.575
- May, A. A., Dada, S., & Murray, J.** (2019). Review of AAC interventions in persons with dementia. *International Journal of Language and Communication Disorders*, 54(6), 857–874. doi:10.1111/1460-6984.12491
- Mngomezulu, J., Tönsing, K. M., Dada, S., & Bokaba, B.** (2019). Determining a Zulu core vocabulary for children who use augmentative and alternative communication. *Augmentative and Alternative Communication*, 35(4), 274–284. doi:10.1080/07434618.2019.1692902
- Morwane, R. E., Dada, S., & Bornman, J.** (2019). Shared storybook reading interactions between children with complex communication needs and their caregivers. *South African Journal of Education*, 39(2), 1–12. doi:10.15700/saje.v39n2a1695
- Mantri-Langeveldt, A., Dada, S., & Boshoff, K.** (2019). Measures for social support in raising a child with a disability: A scoping review. *Child: Care, Health and Development*, 45(2), 159–174. doi:10.1111/cch.12646
- Schlosser, R. W., Brock, K. L., Koul, R., Shane, H., & Flynn, S.** (2019). Does animation facilitate understanding of graphic symbols representing verbs in children with autism spectrum disorder? *Journal of Speech, Language, and Hearing Research*, 62(4), 965–978. doi:10.1044/2018_JSLHR-L-18-0243

Schlosser, R. W., Hemsley, B., Shane, H., Todd, J., Lang, R., Lilienfeld, S. O., ... Odom, S. (2019). Rapid prompting method and autism spectrum disorder: Systematic review exposes lack of evidence. *Journal of Autism and Developmental Disorders*, 6(4), 403–412. doi:10.1007/s40489-019-00175-w

Tönsing, K. M., Dada, S., Van Niekerk, K., Schlünz, G. I., Wilken, I., **Mngomezulu, J. R.**, ... Bokaba, N. B. (2019). Augmentative and alternative communication systems for multilingual contexts: A South African perspective. *Technology & Disability*, 31, S166–167. doi:0.3233/TAD-190001

Tönsing, K. M., van Niekerk, K., Schlünz, G., & Wilken, I. (2019). Multilingualism and augmentative and alternative communication in South Africa – Exploring the views of persons with complex communication needs. *African Journal of Disability*, 8,a507. doi:10.4102/ajod.v8i0.507

Van Niekerk, K., Dada, S., & Tönsing, K. (2019). Influences on selection of assistive technology for young children in South Africa: Perspectives from rehabilitation professionals. *Disability and Rehabilitation*, 41(8), 912–925. doi:10.1080/09638288.2017.1416500

2.1.2 Chapters in books

Bornman, J. & Henkeman, A. K. (2019). Educational support teams' perspectives on inclusion of learners who use augmentative and alternative communication in South African mainstream schools. In S. Halder & V. Argyropoulos (Eds.). *Inclusion, equity and access for individuals with disabilities. Insights from educators across the world* (pp. 619-646). Singapore: Palgrave Macmillan.

Bornman, J. & Tönsing, K. M. (2019). Augmentative and Alternative Communication. In E. Landsberg, D. Krüger & E. Swart (Eds.). *Addressing barriers to learning: A South African Perspective* (4th ed.), pp. 215–239. Pretoria, South Africa: Van Schaik.

Dada, S. (2019). A comparison of Special Education teachers' attitudes towards various Augmentative and Alternative Communication systems. In S. Halder & V. Argyropoulos (Eds.). *Inclusion, equity and access for individuals with disabilities. Insights from educators across the world* (pp. 153–178). Singapore: Palgrave Macmillan.

Johnson E. & Muzata K. K. (2019). Inclusive education – implementing universal design for learning. In M. Banja (Ed). *Selected Readings in Education, Volume 2* (pp. 1–22). Lusaka, Zambia: Marvel Publishers.

Sefotho, M., Morwane, R. E. & Bornman, J. (2019). Inclusive employment plight of youth with complex communication needs. In S. Halder & V. Argyropoulos (Eds.). *Inclusion, Equity and Access for Individuals with Disabilities. Insights from Educators across the World* (pp. 281–296). Singapore: Palgrave Macmillan.

2.1.3 Publications to raise public awareness

Bornman, J. *Listen to the voices of women with disabilities*. Mail & Guardian, 25 August.

2.2 Research projects

2.2.1 *Using Mobile Health Technology to optimise communication outcomes for South African children with developmental disorders* (PI: Prof J Bornman) (2017–2020)

A project funded by the NIH (R21) through their Fogarty International Centre and National Institute of Deafness and other Communication Disorders Mobile Health Initiative

This randomised control trial (n=50) that followed all participants for 12 weeks, was completed in November 2019. All data, including qualitative and quantitative measures, was collected and recorded. Data cleaning and analysis have been completed, and a manuscript is currently being prepared. A paper about the first phases of the study (focus groups that informed the development of the custom-designed app: “Nna le Wena”) is in press. Preliminary results were shared at two ASHA Conventions and two ISAAC Biennial Conferences. To date, three manuscripts were completed and published, with two still in preparation.

2.2.2 *Researching Language Acquisition in African Languages* (PI: Prof J Bornman) (2018-2019)

Dr Dana Marks, a post-doctoral fellow from the Leibniz University Hanover (LUH) in Germany was seconded to the Centre for AAC from October 2018 to 31 July 2019. During this time she participated in applying for large-scale research grants for the TALC (Tool for Analysing Language and Communication) project and also initiated an extensive State-of-the-Art Systematic Review on Language Sampling Analysis, as one of the foundations for the continuation of the project. During her stay, she was also able to establish sustainable work relations with DAAD (German academic exchange services) in South Africa and the science officer of the German embassy. A pilot project is planned for 2020, and Sennheiser donated two portable microphones for data collection. Prof Jörn Osterman from LUH also visited the Centre (14-15 May) and Prof Juan Bornman visited LUH from 6 to 19 November as part of the project. A face-to-face meeting between all the research partners from different disciplinary backgrounds was arranged for early in 2020.

2.2.3 *Shared Decision Making in a Multicultural Society: Supporting Children with Cancer with Symptom Management* (PI: Dr E Johnson) (2019-2021)

A project funded by the National Research Foundation (NRF), Swedish Foundation for International Cooperation in Research and Higher Education (STINT), as well as the South African Swedish University Forum (SASUF).

A kick-off workshop involving eight researchers from Sweden and five researchers from South Africa was held in Stellenbosch on 7 May to plan the study in detail. A further workshop, held on 7 November at the Centre for AAC and attended by 19 researchers, 12 clinicians and 8 students, dealt with how to assist communication-vulnerable paediatric patients to communicate their symptoms. Two scoping reviews are currently under way to determine assessment tools that could be used for children with cancer to communicate their nausea and anxiety symptoms. A prototype of the PicPecc tool was developed based on the outcomes of the pilot study conducted in Sweden and this prototype will be used to refine the tool for the South African and Swedish contexts. The data collection tool (Children’s Action-Reaction Assessment Tool, CARAT) for Phase 2 was developed and piloted by observing videos of Swedish children during treatment procedures. The results were presented in a

poster format at the conference of the International Society of Paediatric Oncology (ISPO), Lyon, France (24 October).

2.2.4. Preparing for the professoriate (PI: Dr A Samuels) (2019-2020) Funded by the Mellon Foundation

The project focuses on the improvement of early childhood practitioners' instructional quality to influence preschool classrooms using mobile technology. One PhD student in this project is currently developing an early literacy training programme for early childhood development (ECD) practitioners that can be delivered via SMS. A Master's student is reviewing the South African National Early Childhood Curriculum in terms of its ability to give guidance to ECD practitioners on how to include children with special support needs.

3. INTERNATIONALISATION

3.1. Visits by staff to international institutions: Research and/or Training

Staff member	Institution	Date
Prof J Bornman	DART & Sahlgrenska University Hospital, Sweden	9 -11 March
Prof J Bornman	Leibniz University Hannover, Germany	6 -19 November
Prof S Dada	Manchester Metropolitan University, UK	7 -18 April
Prof S Dada	Jönköping University, Sweden	2 - 12 December
Prof S Dada	Stockholm University, Sweden	13 December



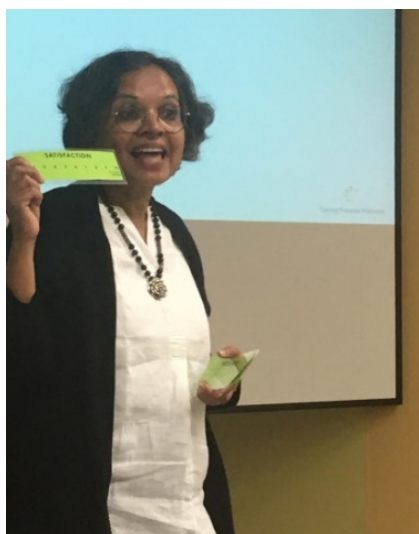
Prof Juan Bornman at the DART in Gothenburg

3.2 Visitors to the Centre for Augmentative and Alternative Communication

Purpose of international visitor and outcomes

DATE	NAME & UNIVERSITY	PURPOSE OF VISIT	OUTCOMES
20 March	A delegation from the National University of Lesotho comprising Dr Paseka Mosia, Ms Mahlape Tseeke, Ms Lintle Mosola, Mr Khosi Rajeke	This delegation wanted to learn about the academic programmes related to inclusive education and disability offered by the Centre, as well as how to support students with disabilities.	Discussions about the various academic offerings of the Centre, as well as the constructs “reasonable accommodations” and the Universal Design for Learning Principles. The Centre was requested to assist with guidelines to support students with disabilities.
2 – 9 May	A-Prof Karina Huus (Jönköping University, Sweden)	Planning the finalisation and wrap-up of the STINT project focused on “Picture my Participation”.	Prepared for the STINT closing meeting in October 2019.
13 – 15 May	Dr Tina Spencer Rightpath Research & Innovation Centre, University of South Florida, US	To identify a university home with at least one research partner for a Fulbright application and to identify a possible university course or community training and CPD opportunities to teach in 2020.	Dr Spencer spent time with Centre staff acquainting herself with the various research areas and projects. She also visited other SA universities. She selected UP (CAAC) as her university home and applied for a Fulbright Scholarship for 2020. Outcome of her application is pending.
14 – 15 May	Prof Jörn Ostermann, Leibniz University Hannover, Germany	Initial meeting with SA researchers who expressed interest in the planned TALC project (Tool for Analysing Language and Communication).	Prof Ostermann discussed the work that PhD students from his lab at LUH had been doing on speech recognition (including child speech) and potential involvement in the TALC project.
19 – 25 May	Prof Ralf Schlosser, Northeastern University, US	Continuing research collaborations with the CAAC. Presenting the Neville Cohen Memorial lecture, <i>Innovations that facilitate language and communication in children with</i>	Prof Schlosser presented a lecture on 23 May, focusing on innovations that facilitate language and communication in children with ASD. He provided a cutting-edge synthesis of

DATE	NAME & UNIVERSITY	PURPOSE OF VISIT	OUTCOMES
		<i>moderate to severe Autism Spectrum Disorders (ASD).</i>	the state of the evidence and also shared some of his most relevant research in this area. The lecture, which was attended by 48 persons from various institutions and schools. was also live streamed on Facebook.
21 – 27 September	Prof Parimala Raghavendra Flinders University, Adelaide, Australia	Prof Raghavendra presented her research <i>Can the internet and mobile technologies strengthen communication and social networks in young people and adults with disabilities?</i> at the Annual AAC Research Seminar. She also presented the keynote address at the SASHLA conference in Durban.	Prof Raghavendra visited the CAAC to explore research collaborations with various staff members at the CAAC. She also consulted with postgraduate students and shared her research in the area of social media use to facilitate participation of individuals with complex communication needs.



Prof Pammi Raghavendra



*Prof Pammi Raghavendra (centre) with
Prof Kerstin Tönsing, Prof Shakila Dada, Prof Juan Bornman,
Ms Refilwe Morwane & Dr Ensa Johnson*

DATE	NAME & UNIVERSITY	PURPOSE OF VISIT	OUTCOMES
24 October – 9 November	A Swedish delegation comprising of A-Prof Stefan Nilsson ¹ Prof Joakim Öhlén ¹ Ms Angelica Wiljén ² Dr Katarina Karlsson ² Dr Tomas Lindroth ³ Prof Jonas Bergquist ⁴ Dr Anneli Schwarz ⁵ A-Prof Gunilla Thunberg ⁶ and Ms Johanna Hagman ⁷	A Swedish South African collaboration funded by the NRF/STINT and SASUF from the Universities of Gothenburg ¹ , Borås ² , West ³ and Uppsala ⁴ , as well as from Södra Älvsborgs Hospital ⁵ , Sahlgrenska, University Hospital ⁶ and Skaraborgs Hospital ⁷ . The aim of this visit was to commence the research project through contextual immersion and exploration of public hospitals where data collection will take place.	A seminar entitled <i>Supporting communication-vulnerable paediatric patients</i> was presented by the team. It was well attended by 36 therapists, clinicians and researchers. Video recordings of all presentations were made and will be used for training and teaching purposes. One public hospital was visited and the team met with the oncologist of the paediatric oncology unit. Discussions focused on procedures for data collection and ethics approval.
17 – 27 November	A delegation from Jönköping University, Sweden, comprising A-Prof Karina Huus, Dr Patrik Arvidsson and Dr Anna-Karin Andersson	The Swedish researchers visited the CAAC to finalise the STINT/NRF project “Picture my Participation” that is focused on the participation of children with intellectual disabilities.	The project was finalised in terms of completing manuscripts, as well as ensuring that the information was disseminated appropriately to various organisations involved in the project.



South African NRF and Swedish STINT researchers

4. IMPACT ON ECONOMIC AND SOCIAL DEVELOPMENT

4.1 Community engagement projects

4.1.1. Emergency communication boards for communication in Mozambique

The cyclones Idai and Kenneth early in 2019 left millions of Mozambican citizens in need of humanitarian aid. An emergency communication board was developed in order to bridge communication gaps between rescue and support workers who might not speak Portuguese, and Mozambicans (e.g. children and elderly persons) who only know Portuguese. This board contains the most important health and medical information, supported by pictures with both the Portuguese and English words to facilitate interaction. The health care/rescue worker was able to ask questions by pointing to the pictures, and the person in need of support could reply by also pointing to the pictures. The pictures have been designed in such a way that they are gender, age and culturally appropriate. Supporting the interaction with pictures helped to eliminate possible communication breakdowns and misunderstandings. The boards and additional material are available at www.caac.up.ac.za

The emergency communication board was developed as part of a collaboration between the Centre for AAC and our research partners at DART (Centre for Augmentative and Alternative Communication and Assistive Technology) at Sahlgrenska University Hospital, Sweden. Material is free for download from the website www.kom-hit.se/flykting.

Serviço de emergência médica • Emergency Medical Services | Ajuda humanitária • Humanitarian aid Portuguese/Português



This picto-sheet was created via www.bildstod.se by DART - Centre for AAC and AT, Sahlgrenska University Hospital, Sweden, in collaboration with the Centre for Augmentative and Alternative Communication, University of Pretoria. This picto-sheet is free for anyone to use and share.

4.2. Dissemination of Information

Dissemination of information occurs by way of seminars, workshops, training, and lectures that are presented on request or by invitation from schools, institutions and universities.

1. **Vumanasibelo School** requested training for their educators. On 13 and 14 August, Miss Refilwe Morwane and Miss Nokulunga India travelled to Newcastle and upskilled 36 teachers and two district officials by teaching them AAC intervention and AAC assessment in the classroom.

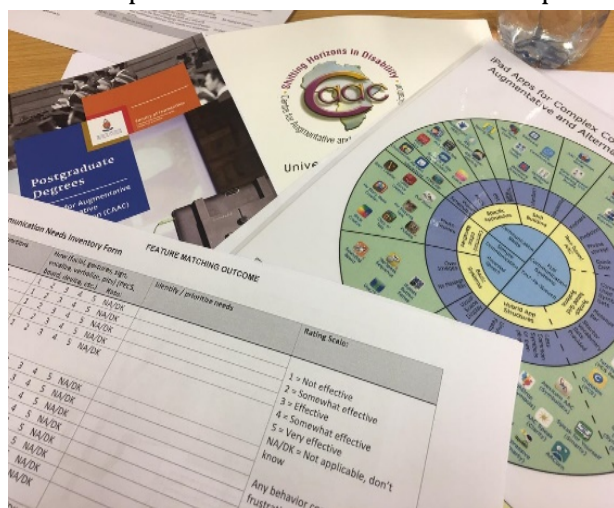


was extremely helpful in navigating the rapidly expanding field of mobile applications used for AAC.

3. **The Department of Education: Mpumalanga** requested training for 40 educators and four therapists from special needs schools. A five-day training course on *AAC knowledge and skills in the classroom* was presented from 18 to 22 November by Prof Juan Bornman, Prof Kerstin Tönsing, Dr Ensa Johnson and Mrs Candice Breetzke. The educators and therapists enthusiastically participated in the activities and presentations.

Feedback was overwhelmingly positive and requests for more training were expressed by numerous participants.

2. On 14 September, 40 therapists ventured to the **CAAC's** lecture hall and attended the "What's Your AAC App-titude" workshop. The workshop was presented by Prof Kerstin Tönsing and Dr Alecia Samuels. Participants indicated that the workshop



4.3 Consultations

Seven consultations were conducted 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. The consultations also assisted in developing new tools and resources that are used in student training.

In addition, **four** medico-legal consultations with regard to quantum trials were held.

On 9 March, Prof Kerstin Tönsing testified as an expert witness in the Magistrate's Court in Upington with regard to the credibility with which a graphic symbol-based AAC system could be used by an adolescent girl to testify in court. A positive ruling was obtained allowing the young girl to use the system to testify in court.



On 22 and 23 October, Prof Shakila Dada discussed a medico-legal report in the Northern Cape High Court in Kimberley in the case of J Louw versus the Department of Health of the Northern Cape Government, regarding the use of AAC systems and strategies.



Occupational therapist during a consultation



5. PRESENTATIONS AT CONFERENCES AND SEMINARS

Presentations by CAAC staff members

DATE	NAME	PRESENTATION TITLE, NAME OF CONFERENCE OR SEMINAR AND PLACE
INTERNATIONAL		
6 January	Prof J Bornman Dr E Johnson Ms R White	<i>From silence to justice: Facilitators for victims of crime with communication disabilities.</i> DART Seminar: "Let us talk about violence – using pictures" Gothenburg, Sweden
7 – 9 March	Prof J Bornman	<i>Children with neuro-developmental disorders: Using mobile health technology to support language and communication.</i> International Convention of Psychological Science, Paris, France

Presenters of the symposium on Children with Neuro-Developmental Disorders: Using Mobile Health Technology to Support Language and Communication, at the ICPS 2019 conference in Paris, France with Dr Rose Sevcik (Georgia State University, US) as the Chair and Dr Jun Ren Lee (National Taiwan Normal University) as the discussant. Three papers were presented – by Dr Juan Bornman (University of Pretoria, SA), Dr MaryAnn Ronski (Georgia State University, US) and Dr Elena Radici (University of Milano, Italy).



6 May	Prof S Dada Dr A Samuels A-Prof K Huus	<i>Participation of children with disabilities in low- and middle-income countries,</i> SASUF conference, Stellenbosch
6 and 10 May	Dr E Johnson A-Prof S Nilsson	<i>Supporting children with cancer through shared decision-making to cope with their treatment and pain management,</i> SASUF Conference, Stellenbosch
29 August	Prof K Tönsing Prof S Dada Dr K van Niekerk Dr GI Schlünz Ms I Wilken Ms J Mngomezulu Ms D Hattingh Ms NRB Mothapo Ms RE Morwane Ms NB Bokaba	<i>Augmentative and alternative communication systems for multilingual contexts: A South African perspective.</i> AAATE Conference, Bologna, Italy
8 - 10 September	Ms R White Prof J Bornman Dr E Johnson	<i>Implementing a legal scoping review to determine court accommodations for persons with significant communication disabilities.</i> Communication Matters Conference, Leeds, UK

DATE	NAME	PRESENTATION TITLE, NAME OF CONFERENCE OR SEMINAR AND PLACE
24 October	Dr E Johnson Dr S Nilsson Ms A Wiljen Dr K Karlsson	<i>The children's action-reaction assessment tool (CARAT) as an observational tool for assessing pain management: An initial validation study for children undergoing needle procedures.</i> Poster presented at the International Society of Pediatric Oncology (SIOP) Conference, Lyon, France
13 November	Prof J Bornman	<i>Access to the criminal justice system for persons with complex communication needs: Exploring the role of AAC.</i> Unterstützten Kommunikation Kongress, Leipzig, Germany



National

7 March	Dr E Johnson	<i>Cerebral Palsy & Down's Syndrome: How to communicate pain effectively and manage pain appropriately in the child with cognitive impairment.</i> PainSA Gauteng Regional Conference, Midrand
8 June	Dr K van Niekerk Prof S Dada Prof K Tönsing	<i>Perspectives of rehabilitation professionals on assistive technology provision for young children with disabilities in South Africa.</i> 3 rd Gauteng Health Early Childhood Intervention Conference, Johannesburg
10 June	Dr A Samuels Prof S Dada	<i>Participation of children with developmental disabilities and those who are typically developing in low- and middle-income countries: A scoping review.</i> 3 rd Gauteng Health Early Childhood Intervention Conference, Johannesburg
11 June	Prof S Dada Dr A Samuels Ms A Mantri-Langeveldt	<i>Exploring relationships between perceived social support, stress and well-being of grandparents raising a child with a congenital disability.</i> 3 rd Gauteng Health Early Childhood Intervention Conference, Johannesburg
8 July	Prof S Dada	<i>AAC for children with Autism: Autism Symposium,</i> Potchefstroom
9 July	Dr E Johnson	<i>Pain communication and children with Autism Spectrum Disorder: A review of the literature.</i> Autism Symposium, Potchefstroom
4 August	Dr E Johnson	<i>Cerebral Palsy, Down's Syndrome: How to communicate pain effectively and manage pain appropriately in the child with cognitive impairment.</i> PainSA Limpopo Regional Conference, Polokwane
10 August	Prof K Tönsing	<i>Communication for persons with Rett syndrome.</i> First Conference of the Rett Syndrome Association, Pretoria
10 September	Prof J Bornman	<i>The role of effective communication in ensuring access to justice for persons with disabilities. Access to justice for persons with disabilities: Training on providing accommodations in the criminal justice system.</i> Faculty of Law, UP, Pretoria

National		
11 September	Prof J Bornman	<i>Ensuring access to justice for persons with disabilities: Training for justice personnel on providing accommodation.</i> Faculty of Law, Centre for Human Rights, UP, Pretoria
11 September	Ms C Ntui	<i>Access to justice for persons with disabilities: Training on providing accommodations in the criminal justice system.</i> Faculty of Law, Centre for Human Rights, UP, Pretoria
30 September	Dr A Samuels	<i>Making the curriculum accessible for students with disabilities.</i> Faculty of Humanities Teaching and Learning Discussion Forum: Teaching students with Disabilities, UP, Pretoria
4 October	Prof S Dada Ms R Hassim Ms S Ngwira	<i>The effect of AAC input on the understanding of language in children with Autism,</i> SASHLA Conference, Durban
4 October	Ms N R Mothapo Prof KM Tönsing Ms R Morwane	<i>Determining the core vocabulary used by Sepedi-speaking preschool children during regular preschool-based October activities.</i> SASLHA Annual Conference, Durban
4 October	Ms J Mngomezulu Prof KM Tönsing Prof S Dada Ms B Bokaba	<i>Determining a Zulu core vocabulary to inform resource development for children who use augmentative and alternative communication.</i> SASLHA Annual Conference, Durban
5 October	Ms V Madima Prof J Bornman	<i>Exploring family-based activity settings of young children with little or no functional speech living in low-income contexts.</i> SASLHA Annual Conference, Durban
8 October	Dr K van Niekerk Prof S Dada Prof K Tönsing	<i>Perspectives of rehabilitation professionals on assistive technology provision for young children with disabilities in South Africa.</i> Chris Hani Baragwanath Academic Hospital, Occupational Therapy Convention, Johannesburg
23 October	Ms A McDowell Prof J Bornman	<i>The use of unaided AAC strategies to support learners in South African special schools: A study of teacher's perceptions.</i> Faculty of Humanities Postgraduate Conference, UP, Pretoria
23 October	Dr K van Niekerk Prof S Dada Prof K Tönsing	<i>Perspectives of rehabilitation professionals on assistive technology provision for young children with disabilities in South Africa.</i> Faculty of Humanities Postgraduate Conference, UP, Pretoria
29 October	Ms C Ntuli	<i>Demonstration in the Library Auditorium about the CAAC.</i> UP, Pretoria
11 & 12 November	Ms C Ntuli	<i>Personal reflections from self-advocate: The role of augmentative and alternative communication (AAC) in promoting the right to live in the community.</i> Disability Rights in Africa, 7 th Annual Disability Rights Conference, OR Tambo International Airport, Kempton Park



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

Staff development: Conferences and training sessions attended

DATE	CONFERENCE, SEMINAR, WORKSHOP AND/OR TRAINING
17-21 March	<i>Department of Research and Innovation – Writing retreat for academics.</i> Kiewietkroon. Attended by: Ms R Morwane, Dr A Samuels
29 March	<i>Launch of the Future Africa Campus, Future Africa.</i> University of Pretoria. Attended by: Dr A Samuels
18 March	<i>Find Research Funding Workshop.</i> University of Pretoria. Attended by: Prof K Tönsing
8 & 9 April	<i>The Indispensable Executive Assistant.</i> CBM Training, Johannesburg. Attended by: Ms EJC Rossetti-Siefe
9 April	<i>Humanities Teaching and Learning Discussion Forum.</i> University of Pretoria. Attended by: Dr E Johnson
24 April	Book launch “ <i>Poverty and Inequality: Diagnosis, Prognosis and Responses</i> ” in the “ <i>State of the Nation</i> ” series, hosted by Prof Tawana Kupe and the HSRC. Attended by: Prof J Bornman
7 May	<i>Open Access and Social Justice.</i> SASUF Conference, University of Cape Town. Attended by: Dr A Samuels
16 May	<i>Ancient content, old techniques and new technologies.</i> University of Pretoria. Attended by: Dr E Johnson
23 May	<i>Neville Cohen Memorial Lecture: Innovations that facilitate language and communication in children with moderate to severe ASD.</i> Prof Ralph Schlosser, University of Pretoria. Attended by: Prof J Bornman, Prof Shakila Dada, Dr E Johnson, Ms E Moolman, Prof K Tönsing
27 May	<i>Inaugural address: How history blurs the memory and archives obscure the truth: Historical turns?</i> Prof Karen Harris, Department of History and Heritage Studies, University of Pretoria Attended by: Prof J Bornman, Dr A Samuels, Prof K Tönsing
29 May	<i>The inaugural meeting of the academy of childhood disability Southern Africa.</i> Wanderers, Johannesburg. Attended by: Prof S Dada
6 June	<i>Writing a good research grant proposal (National).</i> Library Auditorium, University of Pretoria Attended by: Dr A Samuels
10 & 11 June	<i>3rd Gauteng Health Early Childhood Intervention Conference.</i> Attended by: Dr A Samuels, Ms E Moolman
28 June	<i>Transdisciplinary Research.</i> Future Africa, University of Pretoria. Attended by: Prof K Tönsing
8-12 July	<i>Department of Research and Innovation-Statistical Analysis workshop.</i> Attended by: Prof S Dada, Dr A Samuels, Ms R Morwane
10 July	Book launch: <i>Transforming research methods in the social sciences.</i> Unsettling Paradigms Conference, Future Africa, University of Pretoria Attended by: Prof S Dada, Dr A Samuels
17 July	<i>Towards a Decolonial Psychology: Defining and confining symbols of the past.</i> Prof Shose Kessi (UCT) as part of the public Lecture Series: Curriculum transformation Matters: The Decolonial Turn, UP Curriculum Transformation series. University of Pretoria Attended by: Prof J Bornman

DATE	CONFERENCE, SEMINAR, WORKSHOP AND/OR TRAINING
6 August	<i>"More Partnership"</i> invited workshop as part of Prof Kupe's UP Philanthropic Mission. University of Pretoria Attended by: Prof J Bornman
13 August	<i>Ecosystems and society: A complex systems perspective on their intertwined futures</i> , Future Africa, University of Pretoria Attended by: Dr A Samuels
23 August	<i>The Biometric State in/of the University</i> , Merensky Library, University of Pretoria Attended by: Dr A Samuels
26-27 August	<i>Department of Research and Innovation – Qualitative Data Analysis using ATLAS.ti</i> Attended by: Prof S Dada, Dr A Samuels, Miss R Morwane
14 September	<i>What's your AAC App-titude?</i> University of Pretoria Attended by: Prof J Bornman, Dr E Johnson, Ms E Moolman
7 October	<i>University Social Responsibility Exhibition and Grand Opening</i> . University of Pretoria. Attended by: Prof J Bornman and Dr A Samuels
10 October	<i>Inaugural address: Towards well-being: Do hope and gratitude matter?</i> Prof Tharina Guse, Department of Psychology, University of Pretoria Attended by: Prof J Bornman
23 October	<i>Postgraduate Conference, Faculty of Humanities</i> , University of Pretoria. Attended by: Prof J Bornman, Prof K Tönsing
27 October	<i>What is my role as postgraduate supervisor?</i> University of Pretoria. Attended by: Prof K Tönsing
7 November	<i>Supporting communication-vulnerable paediatric patients</i> . University of Pretoria Attended by: Ms E Moolman, Prof S Dada, Prof K Tönsing, Ms R Morwane
21 November	UNICEF SA 13 th ECD Knowledge Building Seminar, Southern Sun, Pretoria Attended by: Dr A Samuels
21 November	<i>Research Management System</i> , Future Africa, University of Pretoria. Attended by: Dr A Samuels, Prof K Tönsing



Staff and students attending the "What's your AAC App-titude" seminar

7. ACHIEVEMENTS AND/OR SPECIAL INVOLVEMENT

7.1 Staff achievements and awards

- **Prof Shakila Dada** completed the Programme for Academic leadership (PAL) at the Gordon Institute of Business Science (GIBS), University of Pretoria.
- **Prof Juan Bornman** was selected as one of the ten “*Women changing South Africa*” by the Mail & Guardian.



7.2 Student achievements and awards

- *The Inclusive Solutions Award* for the Best BA Honours in AAC student was awarded to Ms Gonda Olivier.
- *Edit Microsystems Award* for the most improved BA Honours in AAC student was awarded to Ms Sephiwe Mthonxa.
- *The Semantic Compaction Systems Award* for the best AAC research in a project on a Master's or PhD level was awarded to Dr Karin van Niekerk.
- The following PhD students were awarded NIHSS bursaries: Ms Hendrika de Clercq, Ms Refilwe Morwane, Ms Vuledzani Madima, Ms Njabulo Mbanda, Ms Adele May and Ms Robyn White.
- NRF Sabbatical grant for black academics was awarded to Miss Refilwe Morwane.
- The following PhD students were awarded UP postgraduate bursaries: Ms Susan Davis, Ms Hendrika de Clercq, Ms Njabulo Mbanda, Ms Portia Mavhandu, Ms Adele May, Ms Amanda Nyberg, Ms Maria Ramaahlo, Ms Katherine Smith, Ms Clara Wepener and Ms Robyn White.
- The following MA (AAC) students were awarded UP postgraduate bursaries: Ms Renera van Wyk, Ms Gomolemo Mahakwe and Ms Charene Hyman.
- The following MA (AAC) students were awarded bursaries by the Eastern Cape Department of Education: Ms Aimee de Jager, Ms Hlumela Silimela.
- The following MA (AAC) students were awarded Thuthuka grantholder-linked bursaries: Ms Rafeehyah Hassim, Ms Sheryll Ngwira and Ms Jacqueline Leuvennink.
- Ms Lizé Rooi, an MA (AAC) student, received financial assistance from her employer as part of a reimbursement programme.
- Ms Mmalehu Mohuba, an M(ECI) student, received a postgraduate bursary from the Health and Welfare Sector Education and Training Authority (HWSETA).
- The following BA (Honours in AAC) students received bursaries from the Northern Cape Department of Education: Ms Deidree Harmse and Mr Albie de Beer.

8. PROFESSIONAL ACADEMIC ACTIVITIES

8.1 Involvement with other universities as external examiners

Prof J Bornman	Flinders University, Adelaide, Australia: PhD thesis
Prof S Dada	Georgia State University, Atlanta, GSU: PhD thesis defence University of Witwatersrand: Judge at annual AB Clemons 4 th year research presentation day
Dr K Tönsing	University of Cape Town: Master's dissertation Tshwane University of Technology: PhD thesis
Dr A Samuels	University of Cape Town: Master's dissertation University of Cape Town: 4 th year research project University of KwaZulu-Natal: DCDA 4 th year Oral Examinations
Dr E Johnson	University of South Africa: Master's dissertation
Miss R Morwane	University of Witwatersrand: 4 th year student examination (Module SPP 400)

8.2 Referee duties

Prof J Bornman	Augmentative and Alternative Communication CHILd: Care, Health and Development Disability and Rehabilitation Disability And Rehabilitation: Assistive Technology International Journal of Disability, Development and Education Journal of Education South African Journal of Education South African Journal of Occupational Therapy Reviewer of ISAAC Conference 2020 abstracts Reviewer on the NRF review panel: SARChI Chairs
Prof S Dada	International Journal of Speech-Language Pathology Journal of Physical and Developmental Disabilities Frontiers in Education Review Editor for Special Educational Needs Reviewer of ISAAC Conference 2020 abstracts Reviewer on the NRF reviewer panel: International Research Grants and SARChI chairs Associate Editor, Augmentative and Alternative Communication
Prof K Tönsing	Augmentative and Alternative Communication International Journal of Speech-Language Pathology Journal of Environmental and Public Health Reviewer of ISAAC 2020 abstracts Reviewer of ISAAC 2020 emerging researcher travel award Serving on the editorial board of Topics in Language Disorders
Dr A Samuels	CHILd: Care, Health and Development Disability and Rehabilitation
Dr E Johnson	African Journal of Disability British Medical Journal (BMJ) Disability and Rehabilitation Reviewer of NRF international collaboration grant Reviewer of all chapters of a book on Autism Reviewer of ISAAC 2020 abstracts Reviewer of ISAAC 2020 BUILD committee travel grant
Miss R Morwane	International Journal of Developmental Disabilities

8.3 Other duties

Staff members serve on a variety of different committees

Prof J Bornman	<p>Heads of Departments Committee, Faculty of Humanities Applied Social Sciences Cluster Chair (January – December 2019) 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 Invited member of Subcommittee: Education of the Working Group: Affordable and Accessible ICT for persons with disabilities President elect of Council of the International Association for Augmentative and Alternative Communication (ISAAC) Appointed member of the NRF Specialist Committee for Rating Panel (2019 – 2022)</p>
Prof S Dada	<p>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) Member of the AAC Committee of the International Association of Logopedics and Phoniatrics (IALP)</p>
Dr K Tönsing	<p>Research Committee of the International Association for AAC (ISAAC) Working Group: Affordable and Accessible ICT for persons with disabilities, Subcommittee: Education</p>
Dr A Samuels	<p>Transformation Committee, Faculty of Humanities Member of the Gauteng ECI Work Group</p>
Dr E Johnson	<p>Research Ethics Committee, Faculty of Humanities Member of 2019 International Scientific Advisory Board AACPM Member of the BUILD Committee of the International Association for Augmentative and Alternative Communication (ISAAC)</p>
R Morwane	<p>Teaching and Learning Committee, Faculty of Humanities</p>
N India	<p>Web and Marketing Committee, Faculty of Humanities</p>
T Mahlangu	<p>Health and Safety Committee, Faculty of Humanities</p>

9. STAFF

9.1 CAAC staff funded by the University of Pretoria

Professor and Director:	Prof J Bornman (40 hours per week)
Professor:	Prof S Dada (40 hours per week)
Associate Professor:	Prof K Tönsing (40 hours per week)
Senior Lecturer:	Dr A Samuels (40 hours per week)
Departmental Administrator A:	Ms EJC Rossetti-Siefe (40 hours per week)
Clerical Administrative Assistant:	Mr T Mahlangu (40 hours per week)

9.2 CAAC staff funded from outside funds

Senior Lecturer:	Dr E Johnson (40 hours per week)
Lecturer:	Ms R Morwane (25 hours per week)
Lecturer:	Ms E Moolman (15 hours per week)
Lecturer:	Dr K van Niekerk (12 hours per week until 31 January)
Assistant Tutor:	Ms N India (40 hours per week)
Administrative Assistant:	Ms C Ntuli (15 hours per week)

9.3 Extraordinary professor



Prof M A Ronski - Regents Professor, Department of Communication (Joint Appointments in Psychology, Communication Sciences & Disorders); Director, Centre for Research on Atypical Development and Learning (CRADL) Georgia State University, US

(2018 – 2020)

9.4 Junior research and postdoctoral fellows



Dr Alida Naudé
Junior
Research
Fellow
(2017 – 2020)



Dr Dana-
Kristen Marks
Postdoctoral
Fellow
(1 October
2018 – 31 July
2019)



Dr Kirsty
Bastable
Postdoctoral
Fellow (June
2018 to June
2020)

9.5 External examiners

PhD

Prof David McNaughton Dr Ulrika Ferm	Penn State University, US University of Gothenburg, Sweden	Dissertation: C Wepener (AAK 990 & 900)
Prof Santoshi Halder Dr Catarina Grande	University of Calcutta, India University of Porto, Portugal	Dissertation: A Mantri-Langeveldt (AAK 990 & 900)
Dr Hillary Johnson Prof Ingeborg Thümmel	La Trobe University, Australia Oldenburg University, Germany	Dissertation: E Viljoen (AAK 990 & 900)
Prof Annalu Waller Prof Sajay Arthanat	University of Dundee, Scotland University of New Hampshire, UK	Dissertation: K van Niekerk (AAK 990 & 900)

M (ECI)

Ms Adele May Dr Kirsty Bastable	Private practice Postdoctoral Fellow	ECI 851 ECI 871 & ECI 873
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MA (AAC)

a) External examiners

Prof Annalu Waller Dr Paul Leshota	University of Dundee, Scotland National University of Lesotho	Dissertation: G McMahon-Panther (AAK 890)
Dr Kaisa Launonen	University of Helsinki, Finland	Mini-dissertation: A McDowell (AAK 895)
Prof Judy McKenzie	University of Cape Town	Mini-dissertation: A Howes (AAK 895)
Dr Ashlyn Smith	Special Olympics International, US	Mini-dissertation: L Bentley (AAK 895)
Dr Kate Anderson	University of Sydney, Australia	Mini-dissertation: N van Dalen (AAK 895)
Dr Michal Harty	University of Cape Town	Mini-dissertation: J Leuvennink (AAK 895)
Ms Saira Banu Karim	University of KwaZulu-Natal	Mini-dissertation: R Hassim (AAK 895)
Ms Jenny Pahl	University of KwaZulu-Natal	Mini-dissertation: S Ngwira (AAK 895)
Ms Zakiyya Laher	Casa du Sol School for LSEN	AAK 811 Assignment 1
Ms Imke Oosthuizen	Stellenbosch University	AAK 811 Assignment 2
Ms Saira Banu Karim	University of KwaZulu-Natal	AAK 812 Assignment 1
Ms Cathy Flores	Mpumalanga Education Department: LSPID team	AAK 812 Assignment 2

b) Critical readers

Dr Patrik Arvidsson	Centre for Research and Development, Uppsala University/Region Gävleborg, Sweden	Mini-dissertations: L Opperman (AAK 895) N Ndawonde (AAK 895)
Prof Janice Murray	Manchester Metropolitan University, UK	Mini-dissertation: C Hyman (AAK 895)
Prof Sandra du Plessis	Speech-Language Pathology and Audiology, Sefako Makgatho Health Sciences University	Mini-dissertation: R van Wyk (AAK 895)
Dr Munyane Mophosho	University of the Witwatersrand	Mini-dissertation: H Silimela (AAK 895)
Prof Jennifer-Anne Chipps	School of Nursing, University of Western Cape	Mini-dissertations: G Mahakwe (AAK 895) C Bothma (AAK 895)

BA Honours (AAC)

Ms Corneli Strydom	University of Stellenbosch	AAK702
Mrs Amy Seale	University of Stellenbosch	AAK718 and AAK701
Ms Saira Karim	University of KwaZulu-Natal	AAK702
Mrs Khetsiwe Dlamini-Masuku	University of the Witwatersrand	AAK715
Dr M Clasquin-Johnson	University of South Africa	AAK717



10. OBJECTIVES FOR 2020

1.1 UP Strategic Goal – To optimise resources and enhance institutional sustainability

Objectives

- To conduct four medico-legal consultations
- To secure two training tenders for government

1.2 UP Strategic Goal – Transformation

Objectives

- To enhance the staff diversity profile and foster an environment free from prejudice in which everyone feels welcome and equally valued
- To eliminate intergroup disparities in enrolment, retention and graduation rate
- To ensure that all curricula and ClickUP modules are accessible and foster a learning environment free from prejudice in which all students feel welcome and equally valued
- To host an online course on accessibility of online modules

1.3 UP Strategic Goal – Access and student success

Objectives

- To graduate two PhD students and enrol two new PhD candidates
- To graduate eight M (AAC) students and enrol eight new students
- To graduate 18 M (ECI) and enrol 17 new students
- To graduate 14 BA Honours (AAC) and enrol 20 new students
- To ensure funding for students by securing at least 10 postgraduate bursaries

1.4 UP Strategic Goal – To strengthen research and international profile

Objectives

- To participate in two large-scale international research projects
- To publish ten manuscripts in high-indexed journals (ISI, Scopus or DHET)
- To enrol three international postgraduate students
- To host at least four international visitors

1.5 UP Strategic Goal – To strengthen social responsiveness and impact in society

Objectives

- To conduct five AAC awareness-raising events
- To conduct five CPD activities, accredited by the HPCSA and/or SACE
- To expand the Centre's social media footprint and increase the number of downloads of academic resources from the Centre's website

ACKNOWLEDGEMENTS

The following foundations, departments and companies supported the activities of the CAAC financially during 2019 and are hereby acknowledged. Thank you for inspiring our dedicated team through your contributions:

EyeScape Corporate Photography
Fogarty International Centre
National Institute on Deafness and other Communication Disorders Mobile Health Initiative
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 sponsoring awards for deserving students:

Edit Microsystems
Inclusive Solutions
Semantic Compaction Systems
Mellon Foundation

Support from the following universities and institutions is acknowledged with gratitude. Thank you for strengthening our research and teaching endeavours through your collaboration – we trust that they are to mutual benefit!

DART, Gothenburg, Sweden
Flinders University, Adelaide, Australia
Georgia State University, US
Jönköping University, Sweden
La Trobe University, Australia
Leibniz University Hannover, Germany
Manchester Metropolitan University, UK
National University of Lesotho
Northeastern University, US
North-West University, SA
Oldenburg University, Germany
Penn State University, US
Sefako Makgatho Health Sciences University, SA
Skaraborg Hospital, Sweden
Special Olympics International, US
University of Borås, Sweden
University of Calcutta, India
University of Cape Town, SA
University of Dundee, Scotland
University of Gothenburg, Sweden
University of Helsinki, Finland
University of KwaZulu-Natal, SA
University of Porto, Portugal
University of South Africa
University of South Florida, US
University of Stellenbosch, SA
University of Sydney, Australia
University of the Witwatersrand, SA

University of Western Cape, SA
Uppsala University, Sweden

All the schools and hospitals that participated in our activities throughout the year – we greatly appreciate the continued support that you gave to our training and research endeavours!

Department of Education, Mpumalanga
Vumanasibelo School, Newcastle, SA

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 excellent work and support. We are fortunate to call you our colleagues and to benefit from your contributions daily.

Prof Tawana Kupe (Vice-Chancellor and Principal)
Prof Vasu Reddy (Dean: Faculty of Humanities)
Deanery: Faculty of Humanities
Academic Administration (Humanities and Health Sciences)
Centre for Child Law
Centre for Human Rights
Client Service Centre
Department of Child Health
Department of Community Engagement
Department of Education Innovation
Department of Educational Psychology
Department of Facilities
Department of Finance
Department of Human Nutrition
Department of Library Services
Department of Nursing Science
Department of Occupational Therapy
Department of Physiotherapy
Department of Research and Innovation Support
Department of Residence Affairs and Accommodation
Department of Security Services
Department of Social Work and Criminology
Department of Speech-Language Pathology and Audiology
Department of University Relations
Disability Unit
Facilities Management
Humanities Teaching and Learning Forum

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 turn mirrors into windows.

A heartfelt word of gratitude also goes to the members of our Advisory Committee. 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

2010



2011



2012



2013



2014



2015



2016



2017



2018

Centre for Augmentative and Alternative Communication

Location

Communication and Pathology Building
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