

# Centre for Augmentative and Alternative Communication (CAAC) Annual Report - 2012



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA  
Faculty of Humanities



# CENTRE FOR AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

## STAFF 2012



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## **ACKNOWLEDGEMENTS**

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## **MISSION STATEMENT**

To impact 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

## **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



## MESSAGE FROM THE DIRECTOR

The Centre for AAC continues to pursue its long-term strategic plan of sustained investment in collaborative research, teaching, community engagement and networking as a platform for new initiatives. Building on the streamlined and highly integrated workflow model, we developed, honed and intensified our activities in these strategic areas over the past two decades.

The 2012 Annual Report provides insight into the academic initiatives we have undertaken during the past academic year in order to achieve our mission. We are committed to implementing new ideas and measuring the results, in order that our core functions may be strengthened continually.

Our status as a research and teaching centre has benefited us, the Faculty of Humanities and the University community at large by enabling us to collaborate closer with departments, other centres and universities. We achieved our mission by being truly interdisciplinary in orientation, mode, and scope.

In order to expand our research output, we implemented strategies to establish and maintain collaboration with other faculty members and colleagues from other institutions on ambitious national and international projects. This year's most visible example is the completion of the SIDA-funded project with colleagues from Jönköping University in Sweden on the human rights of children with mild intellectual disability; this project involved 440 participants and allowed 34 post-graduate students from South Africa and Sweden to participate, with respectively three and six students obtaining PhD's and masters' degrees. Furthermore, it also resulted in 15 scientific ISI-accredited publications, and 23 conference presentations.

In parallel, we also focused on teaching activities. Over the last two years, we refined our processes around the selection of students who enter into our five academic programs, aiming to bring the most diverse and talented groups of outstanding students into our programmes. The multi-step selection process was preceded by an outreach and recruiting strategy. This year, a marked diversity in our applications was observed and consequently students enjoyed a cultural richness during teaching and learning. Additionally, students came from diverse disciplinary backgrounds, namely teaching, speech-language pathology and audiology, occupational therapy, psychology, medicine and social work.

Opportunities to study abroad and to attend lecturers from some of the world's most renowned international scholars provide students with experiential learning opportunities, since theoretical learning is combined with experiences that take place outside their typical learning environments. In July 2012, eight PhD students participated in the 3-week Global Education and Developmental Studies (GEDS) summer course in Sweden. Students' comments included the following

- *'the course rekindled my passion for research';*
- *'I have gained tremendously, both personally and academically from this course';*
- *'my views have been challenged and I have grown significantly';* and
- *'attending this course has led to growth and*



Prof. Juan Bornman and the PhD group in Jönköping, Sweden for the GEDS summer course

*progression at a rate and intensity during a few weeks that would, in all likelihood, without such an opportunity, take much longer in terms of time and effort'.*

In this time of skill shortages and a high unemployment rate in South Africa, we are more determined than ever to provide our students with the knowledge, skills and leadership qualities that are necessary to succeed. We provide our students with high quality, relevant degree programmes that prepare them for a variety of careers that meet the needs of our country, mainly in the health and educational sectors. The fact that we retain a high percentage of students who continue their studies at the CAAC attests to the fact that the focus of our programmes helps our graduates to attain educational levels that enable them to continue with rewarding careers or to make self-fulfilling career changes.

A key element of our mission, namely *'to generate, transfer and translate knowledge through research, teaching and community engagement in the multi-disciplinary fields of AAC, severe disability and early childhood intervention in the national and international arena*, is to find ways to strengthen our teaching and research through our community engagement and network-building efforts and the training that is conducted for non-degree purposes.

In this report, examples are shared of staff and students that helped to make a difference in the disability sector during 2012. The effect of becoming an agent of change in the disability sector has a ripple effect and through networking, new collaborations are formed for future projects. In closing, the Centre for AAC is devoted to research and teaching on issues at the intersection of disability, augmentative and alternative communication and early childhood intervention. We strive to develop dynamic approaches that can affect and support the broader interest of one of the most vulnerable groups, even within the disability sphere, namely those individuals with little or no functional speech. However, none of this would be possible without collaboration. Therefore I would like to thank everybody who strengthened our efforts during 2012: our staff, our Advisory Board, the management of the University of Pretoria, our alumni and current students, local and international partners, colleagues and peers and, last but most definitely not least, the many AAC users and their families who have let us into their lives.

We are privileged to share the year's achievements and events with you.

**Prof. Juan Bornman**  
**Director**

**May 2013**



## 1. THE YEAR IN REVIEW: 2012 IN A NUTSHELL

### 1.1 Teaching

#### Objectives for 2012

- To graduate **two** PhD students and enrol **three** new PhD (Preparatory) students
- To graduate **six** M(AAC) students and enrol **six** new M (AAC) students
- To graduate **18** M(ECI) students and enrol **20** new M (ECI) students
- To graduate **25** BA(Hons with specialization in AAC) students and enrol **25** new students into the programme, using the new selection criteria
- To graduate **120** and enrol **150** new students for the ACE (Advanced Certificate in Education: Inclusion of Learners with Severe Disabilities)
- To secure bursaries for at least **10** post graduate students

#### Outcomes for 2012

- **One** PhD student graduated in April and **one** successfully defended her thesis and will graduate in April 2013. **Two** new (PhD) Preparatory students were enrolled, due to stricter selection criteria.
- A total of **23** master's students graduated, comprising **four** M(AAC) students and **19** M(ECI) students, while **25** new master's students enrolled, consisting of **seven** M(AAC) and **18** M(ECI) students.
- A total of **21** BA(Hons with specialization in AAC) students graduated and **25** new students were enrolled.
- All of the **145** students for the ACE graduated. New intakes of students were not possible due to administrative challenges in the respective provincial Departments of Education
- A total of **17** students received bursaries (NRF and UP merit bursaries), including **five** for PhD students, **five** MA (AAC) students, **five** M(ECI) students and **two** students for BA(Hons) in AAC

### 1.2 Research

#### Objectives for 2012

- To conclude with the 3-year collaborative project with Prof. Mats Granlund of the CHILD (Children, Health, Intervention, Learning, Development) research group at Jönköping University in Sweden (SIDA-Funded) entitled '*ICF-CY: A common language for understanding the multidimensional construct disability in childhood*'
- To start the 2-year collaborative project with Dr MaryAnn Romski and Dr Rose Sevcik at the CRADL (Centre for Research on A-typical development) research group at Georgia State University in the USA (Fogarty-funded) entitled "*Speech and Language Delays in Children with Neuro-developmental Disorders*"
- To socially validate the project '*Reducing the risk of being a victim of crime in SA: You can tell and be heard*' with Dr Diane Bryen (Temple University, USA)

#### Outcomes for 2012

- Data were collected from 440 participants (220 children with mild intellectual disabilities and their primary caregivers (isiZulu n=128; Afrikaans n=110; English n=102 and Xitsonga n=100). Prof. Juan Bornman and Dr Dana Donohue and 8 PhD Students (Ms, K. Tönsing, Ms A. Samuels, Ms E. Johnson, Ms U. Ojageer, Ms T. Kyarkanaye, Ms I. Greyvenstein, Ms K. Nourse and Ms L. Schlebusch) attended the 3-week long GEDS-summer course on Environmental Assessment and Intervention and Early Childhood, from 4-20 June at CHILD, Jönköping University, Sweden. This project (2010-2012)

allowed 18 postgraduate students from UP and 16 from Sweden to participate, resulting in three obtaining their PhD, and six their master's degrees. The remainder of these students are actively involved in completing their research and should complete within the next two years. Other outcomes include fifteen scientific publications in ISI accredited journals and 23 presentations at conferences and workshops, locally and abroad.

- This project was successfully completed and the manuscript accepted for publication in the most influential journal in the field, AAC. The CAAC-staff are also involved as expert witnesses in a court case in which the use of AAC as a means of testifying will be evaluated in court in order to provide case law. This case is currently sub-judice and hence no additional information can be provided. Prof. Bornman will also co-edit a book on this topic with Dr D. Bryen (Temple University, USA) on international viewpoints on the topic.

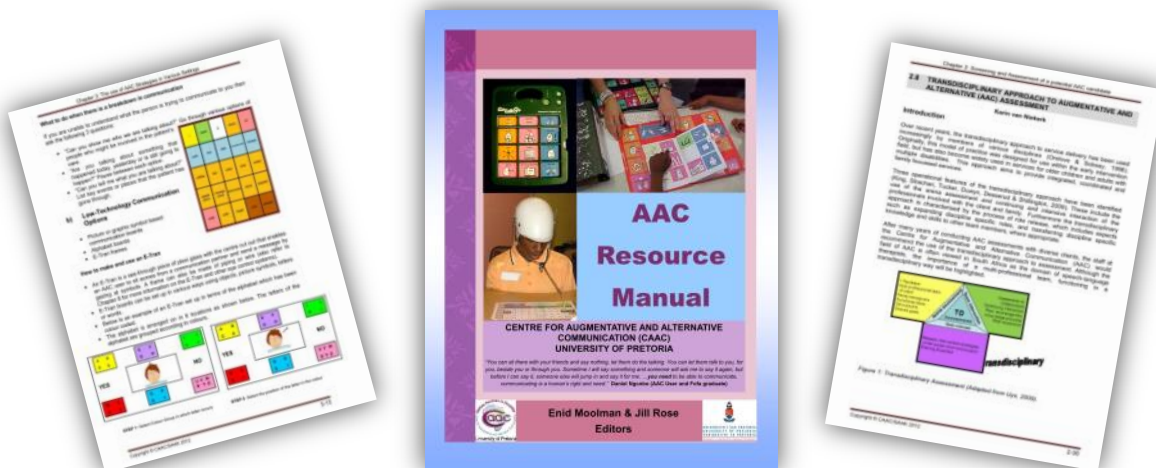
### 1.3 Community engagement

#### Objectives for 2012

- To complete the Family and Child Development Hub at an approved UP site
- To continue with the Fofa Youth Leadership Empowerment project
- To expand the AAC Resource Manual

#### Outcomes for 2012

- Family and Child Development Hub project has not been completed, and discussion regarding a suitable venue with UP's Department of Institutional Advancement (DIA) continues. Outside agencies and departments have also been consulted.
- The Fofa Youth Leadership Empowerment project continued with a focus 'Write to Life' for 2012. It was most successful and students and staff from three other departments within the Faculty of Humanities were involved, namely the Department of English and the Department Journalism. Joint outputs were produced. Students from the Department of Visual Arts received a MNet TAG award in the category Best Direction of Public Service Announcement (PSA) for their video titled '4500 Words'.
- A total of **13** new therapy-focussed contributions by CAAC staff were added to the AAC Resource Manual. This manual was well accepted in our field and made a positive contribution to AAC service delivery.





## 2. REFLECTION ON ACTIVITIES DURING 2012

### 2.1 Teaching

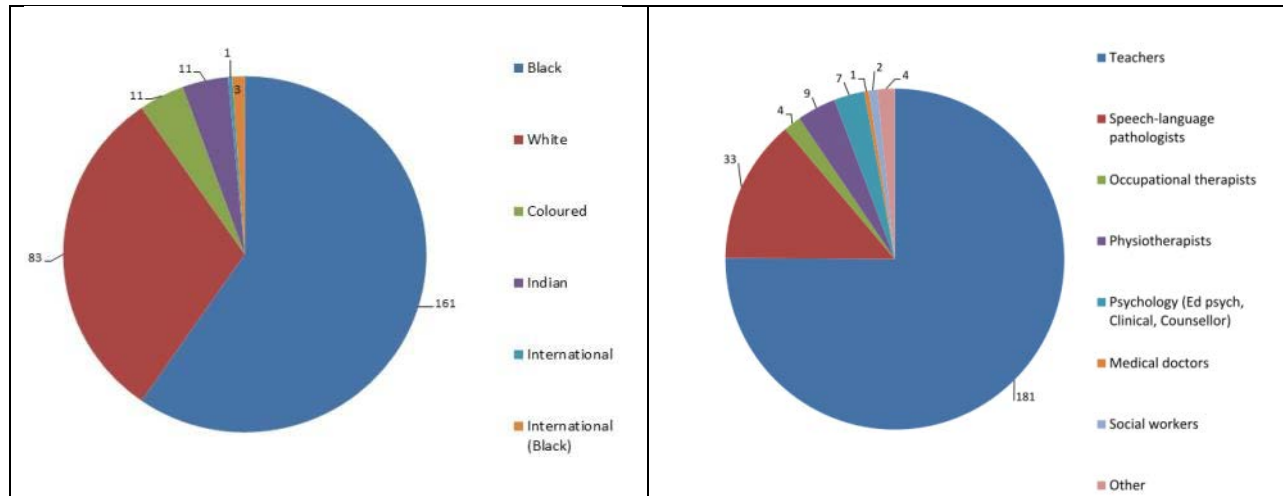


Figure 1: Ethnicity of the current student component

Figure 2: Discipline-specific background of the current student component

### 2.2 Academic programmes

**Table 1**

Summary of academic programmes and student profile

DEGREE PROGRAMME	YEAR OF STUDY AND NUMBER OF STUDENTS	OUTCOME
PhD in Augmentative and Alternative Communication	Graduates: 2 4 <sup>th</sup> year: 4 3 <sup>rd</sup> year: 2 2 <sup>nd</sup> year: 4 1 <sup>st</sup> year: 2	One student graduated in April 2012, and another completed her dissertation and successfully defended it, and will graduate in April 2013. Two new students were accepted into the preparatory year (1 <sup>st</sup> yr.), but both withdrew for personal reasons. Eight students attended the 3-week long GEDS course in Sweden, increasing the depth and sophistication of their theory and theoretical argumentation skills.
Master's in Augmentative and Alternative Communication MA (AAC)	Graduates: 4 2 <sup>nd</sup> year: 9 1 <sup>st</sup> year: 7	Four students graduated from the programme. Seven new students enrolled. Of the second year students, six are doing coursework and three are doing research. Seven of the second year students successfully completed their studies.
Masters in Early Childhood Intervention M(ECI)	Graduates: 19 2 <sup>nd</sup> year: 18 1 <sup>st</sup> year: 18	Nineteen students graduated in April 2012. Of the 18 1 <sup>st</sup> year students, one deregistered due to personal reasons and two students will repeat the course in 2013. The specialisation modules comprised five Communication

DEGREE PROGRAMME	YEAR OF STUDY AND NUMBER OF STUDENTS	OUTCOME
		Pathology students, four Educational Psychology students, two students each in Occupational Therapy, Physiotherapy and Severe Disabilities, and one each in Social Work, Child Health and Audiology. All 18 2 <sup>nd</sup> year students successfully completed their studies.
Honours in Augmentative and Alternative Communication BAHons (AAC)	Graduates: 21 2 <sup>nd</sup> year: 29 1 <sup>st</sup> year: 27	Twenty-six of the finalists of 2011 graduated in April 2012. One student graduated in September 2012 and twenty of the twenty-nine 2 <sup>nd</sup> year students will graduate in April 2013. Eight students are repeating either two or three modules. Twenty-seven new students enrolled for the first year.
Advanced Certificate in Education (ACE) with Specialisation in the Inclusion of Learners with Severe Disabilities	Graduates: 145 2 <sup>nd</sup> year: 145	All the second year students completed the certificate successfully and will graduate in April 2013. No new students were enrolled for 2012. This ACE was offered as an in-service training programme for the Gauteng Department of Education.

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

- Ms E. Moolman and Ms P. Kershaw presented a first semester module (KMP 310) to undergraduate students in their third year of B (Communication Pathology) at UP (including both the Speech Language Pathology students and the Audiology students). Fifty-two students completed this first semester module successfully. The student group consisted of 24 speech-language therapy and 28 audiology students. Twenty-two students passed with distinction.
- On Monday, 10 September, Ms K. Tönsing presented a lecture on AAC to 70 3<sup>rd</sup> year B.Ed. students from the Faculty of Education as part of their module 'Special needs education', specializing in learning support (JSN320).

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

- On 24 April, Ms K. Tönsing presented a lecture on AAC technology to final year students in Speech-Language Pathology and Audiology from the University of Limpopo: Medunsa Campus. Dr Cival Mills, who uses AAC and is a member of the CAAC Advisory Board, shared his insights about the importance of service provider sensitivity and the role that it plays in advocacy for persons with severe disability. Miss Constance Ntuli shared her experience as a person using AAC. All staff members were involved in presenting a hands-on session with AAC devices to the students.

### 3. RESEARCH

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

#### 3.1 ISI and DoHE accredited journal articles

Barile, J. P., **Donohue, D. K.**, Anthony, E. R., Baker, A. M., Weaver, S. R., & Henrich, C. C. (2012). Teacher-student relationship climate and school outcomes: Implication for educational policy initiatives. *Journal of Youth and Adolescence*, 41, 256-267. doi:10.1007/s10964-011-9652-8

**Joubert, K., & Bornman, J.** (2012). Motor neuron disease: The impact of decreased speech intelligibility on marital communication. *South African Family Practice*, 54(4), 332-338.

**Rajaram, P., Alant, E., & Dada, S.** (2012). The application of the self-generation effect to the learning of Blissymbols by persons presenting with a severe aphasia. *Augmentative and Alternative Communication*, 28(2), 64-73. doi:10.3109/07434618.2011.653603 .

**Samuels, A.E.**, Slemming, W., & Balton, S. (2012). Early childhood intervention in South Africa in relation to the developmental systems model. *Infants and Young Children*, 25(4), 334-345. doi:10.1097/IYC.0b013e3182673e12.

#### 3.2 Accepted for publication

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

\***Beringer, A., Tönsing, K. M., & Bornman, J.** (2013). The self-determined and partner-predicted topic preferences of adults with aphasia. *Aphasiology. First*, 1-25. doi:10.1080/02687038.2012.744809.

\***Bornman, J., & Bryen, D.N.** (2013). Social validation of vocabulary selection: Ensuring stakeholder relevance. *Augmentative and Alternative Communication*.

\***Bornman, J., & Donohue, D.** (2013). South African teachers' attitudes toward learners with special educational needs: ADHD and LNFS. *International Journal of Disability, Development and Education*.

#### 3.3 Submitted for publication

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

**Donohue, D. K., Bornman, J., & Granlund, M.** Fulfilling the rights of children with intellectual disabilities in South Africa: children's perspectives.

**Donohue, D.K. & Bornman, J.** South African teachers' attitudes towards inclusive education for learners with different disabilities.

**Gonasillan, A., Bornman, J., & Harty, M.** Vocabulary used by ethno-linguistically diverse South African toddlers: A parent report.

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

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

**Huguet, A., Dada, S., & Bornman, J.** The iconicity of Picture Communication Symbols for Children with English additional language and intellectual disabilities.

### 3.4 Publications to improve public awareness

**Bornman, J.** (2012). Visual aprons and vests. In E. Moolman & J. Rose (Eds.), *AAC Resource Manual: Addendum 2012* (pp. 4.46-4.49) Pretoria: Centre for AAC, University of Pretoria

**Dada, S.** (2012). International classification of functioning disability and health (ICF) and AAC. In E. Moolman & J. Rose (Eds.), *AAC Resource Manual: Addendum 2012* (pp. 1.12-1.16) Pretoria: Centre for AAC, University of Pretoria

**Harty, M.** (2012, April). University of Pretoria's AAC Centre releases annual report. *SASLHA E-zine.com, April 2012*, 6.

**Johnson, E.** (2012, November). 11<sup>th</sup> World Down Syndrome Congress 2012 – Cape Town, South Africa. *Augmentative Communication World Network Newsletter*, 2, 10-11.

**Johnson, E.** (2012). Setting up the AAC classroom for learning. In E. Moolman & J. Rose (Eds.), *AAC Resource Manual: Addendum 2012* (pp. 6.27-6.31) Pretoria: Centre for AAC, University of Pretoria

**Johnson, E.** (2012). Ideas on adapting your AAC classroom for learning mathematics. In E. Moolman & J. Rose (Eds.), *AAC Resource Manual: Addendum 2012* (pp. 6.41-6.44) Pretoria: Centre for AAC, University of Pretoria

**Johnson, E., & Bornman, J.** (2012). Making storybooks. In E. Moolman & J. Rose (Eds.), *AAC Resource Manual: Addendum 2012* (pp. 6.32-6.36) Pretoria: Centre for AAC, University of Pretoria

**Klopper, S.** (2012). Curriculum and assessment accommodations to consider in the classroom. In E. Moolman & J. Rose (Eds.), *AAC Resource Manual: Addendum 2012* (pp. 6.37-6.40) Pretoria: Centre for AAC, University of Pretoria

**Moolman, E.** (2012). Communication passports. In E. Moolman & J. Rose (Eds.), *AAC Resource Manual: Addendum 2012* (pp. 4.38-4.44) Pretoria: Centre for AAC, University of Pretoria

**Samuels, A.** (2012, October/November). Is there an app for that? Feature matching and AAC apps. *SASLHA E-zine.com, October/November 2012*, 7-8.

**Samuels, A.** (2012). Is there an App for that? Feature matching and AAC Apps.. In E. Moolman & J. Rose (Eds.), *AAC Resource Manual: Addendum 2012* (pp. 9.21-9.27). Pretoria: Centre for AAC, University of Pretoria.

- Samuels, A. E., Johnson, E., & Tönsing, K. M. (Eds.)** (2012, December). Fofa Voice 1<sup>st</sup> edition. A newsletter by participants from the Fofa youth empowerment project compiled under the guidance of CAAC staff, Ms Tatjana Pavlov from the English Department and master's students in journalism.
- Sikhosana, S.** (2012). Parking bays for people with disabilities. In E. Moolman & J. Rose (Eds.), *AAC Resource Manual: Addendum 2012* (pp. 9.21-9.27). Pretoria: Centre for AAC, University of Pretoria.
- Tönsing, K. M.** (2012, April). A celebration of achievements: 2<sup>nd</sup> regional African AAC Conference. *Augmentative Communication World Network Newsletter*, 1, 10-12
- Tönsing, K. M.** (2012). Graphic symbol combinations. In E. Moolman & J. Rose (Eds.), *AAC Resource Manual: Addendum 2012*(pp. 4.28-4.32). Pretoria: Centre for AAC, University of Pretoria.
- Tönsing, K. M.** (2012). The matrix strategy: Teaching graphic symbol combinations. In E. Moolman & J. Rose (Eds.), *AAC Resource Manual: Addendum 2012* (pp.4.33 - 4.37). Pretoria: Centre for AAC, University of Pretoria.
- Tönsing, K. M.** (Ed.) 2012, April, August, December, *Centre for AAC/Interface Newsletter*.
- Uys, K.** (2012). Switch assessment. In E. Moolman & J. Rose (Eds.), *AAC Resource Manual: Addendum 2012* (pp.8.14 – 8.25). Pretoria: Centre for AAC, University of Pretoria.
- Uys, K.** (2012). How to choose the right switch. In E. Moolman & J. Rose (Eds.), *AAC Resource Manual: Addendum 2012* (pp.8.26 – 8.28). Pretoria: Centre for AAC, University of Pretoria.
- Van Niekerk, K.** (2012). Transdisciplinary approach to AAC assessment. In E. Moolman & J. Rose (Eds.), *AAC Resource Manual: Addendum 2012*(pp.2.30 – 2.33). Pretoria: Centre for AAC, University of Pretoria.
- Van Niekerk, K.** (2012). Book review for: Activity Analysis, Creativity, and Playfulness in Paediatric Occupational Therapy: Making play just right. *South African Journal of Occupational Therapy*, 42(3), 40-41.

### 3.5 Publication for marketing purposes

- Prospectus of the Centre for AAC
- Degrees offered by the Centre for AAC

## 4. TENDER TRAINING AND COMMUNITY ENGAGEMENT

### 4.1 Tender training projects

**Table 2**  
*Training projects*

DATE AND PLACE	PRESENTER/S	PARTICIPANTS	OUTCOME
<b>TENDER TRAINING: NORTH WEST DEPARTMENT OF EDUCATION</b>			
30-31 August, Burgers Park Hotel, Pretoria	Ms S. Klopper Ms C. Simelane	Eighty teachers and district-based support team members from the Department of Education, North-west Province	Early Learning Intervention (ELI) and Response-to-intervention (RTI): Unit 1: Introducing the ELI tiers of instruction.  The benefits of the RTI approach in dealing with diversity in the classroom were explained by means of various case-study examples. The new terminology initially confused teachers; they were unclear about the link between RTI and CAPS.
6-7 September, Burgers Park Hotel, Pretoria	Prof. J. Bornman Ms S. Klopper Ms C. Simelane	Eighty teachers and district-based support team members from the Department of Education, North-west Province	ELI and RTI: Unit 2: Screening assessment and progress monitoring.  Participants were provided with resources for conducting comprehensive screening with diverse learners. District-based officials particularly found this unit valuable and necessary.
11-13 September, Burgers Park Hotel, Pretoria	Prof. J. Bornman Ms S. Klopper Ms C. Simelane Ms E. Johnson Ms K. Tönsing	Eighty teachers and district-based support team members from the Department of Education, North-west Province	ELI and RTI: Unit 3: Curriculum adaptation, instruction and focussed intervention.  Input was provided in methods to adapt the curriculum and appropriate teaching methodologies to match different learning styles. Practical demonstrations, role-play and the making of resources facilitated participant's learning.
27-28 September, Burgers Park Hotel, Pretoria	Prof. J. Bornman Ms K. van Niekerk Ms C. Simelane	Eighty teachers and district-based support team members from the Department of Education, North-west Province	ELI and RTI: Unit 4: Career planning and transition from school to work.  Assisting learners with transition from school to work is a huge need. Teachers felt empowered after understanding how to define and analyse the problem, developing the

DATE AND PLACE	PRESENTER/S	PARTICIPANTS	OUTCOME
10 September, Coronationville Care Centre	Prof. K. Uys Ms K. van Niekerk	Eight staff members of Coronationville Care Centre.	<p>'work plan' and evaluating its effectiveness.</p> <p>Life skills for independence: Assessment.</p> <p>The aims of the training were to introduce life skills and to introduce AAC and explain AAC assessment. Participants had to assess at least two persons, using the AAC assessment before the next training, in order to have continuity between the training sessions.</p>
11 September, Coronationville Care Centre	Prof. K. Uys Ms K. van Niekerk	Eight staff members of Coronationville Care Centre.	<p>Life skills for independence: Communication strategies</p> <p>Training aimed at the identification and implementation of AAC strategies related to life skills. Workshops sessions were successful regarding development of schedules for the Centre. The participants were expected to develop and implement the schedules for the woodwork and the indoor section.</p>
10 October, Coronationville Care Centre	Prof. K. Uys Ms K. van Niekerk	Eight staff members of Coronationville Care Centre	<p>Life skills for independence: Adaptation</p> <p>The aim of the training was the use of AAC towards developing independence of the workers. Soup-making was taken as example and was analysed into different smaller activities. AAC adaptations were done for each activity.</p>
31 October, Coronationville Care Centre	Prof. K. Uys Ms K. van Niekerk	Eight staff members of Coronationville Care Centre	<p>Life skills for independence: Parent involvement</p> <p>The need to address parent involvement was indicated and research was done in order to present appropriate content. The overall feedback was that of gratefulness for introducing this topic as well as management of people who cannot talk. Requested that training continue in 2013.</p>

## 4.2 Community engagement projects

- Fofa

This year it was decided not to include any new Fofa participants, but to focus intensively on written advocacy, since all the participants of 2011 expressed that they would like more skills in this regard. Hence, the theme for Fofa presented from 17-21 September 2012 was **'Write to Life'**. This theme was chosen specifically to meet the need that the participants expressed and to enhance their advocacy and creative writing capacity. Advocacy through creative writing is one of the main methods through which young people who use AAC can spread the message of AAC as well as communicate the challenges faced by people with little or no functional speech. Highlights of Fofa 2012 were the creative writing workshops presented by Ms Tatjana Pavlov from the Department of English at UP and the BAHons students from UP's Journalism programme, headed by Prof. Pippa Green.



(Clockwise from bottom left): Ms Tatjana Pavlov (English Dept) facilitating a workshop on poetry; Honours students from the UP's Journalism programme explaining their craft; Frans Mgenge and Tsholofelo Phiri (Fofa participants) listening intently; Constance Ntuli's acrostic poem written on her AAC device; Simon Sikhosana, - Fofa 2012 project leader introducing the Fofa participants and their creative writing.

The Fofa week culminated in the publication of the first ever edition of The Fofa Voice, a newsletter that featured the stories and poems of all the Fofa participants.



To further inspire its budding writers, the final day of Fofa featured the exciting poetry of Kilobyte aka KB, UP's own rapper and poet. To read some of the stories and poetry of the Fofa participants visit the Fofa page on the Centre for AAC's website [www.caac.up.ac.za](http://www.caac.up.ac.za).



- **Practical work at Pathways and Maranatha Bana schools**

The 52 third year students in Communication Pathology did a one morning practical session at Pathways and Maranatha Bana schools for learners with severe disabilities as part of their KMP 310 module. Both students and learners benefitted from this practical and learned from each other.

- **Demonstrate AAC strategies to community**

Constance Ntuli, Felix Visagie, Carla van Nieuwenhuizen and Tsholofelo Phiri demonstrated the use of AAC strategies and devices to the KMP 310 students and explained to them the challenges of living with a disability. The students enjoyed the session tremendously and could really see how theory is applied in real life. It was a revelation for many students and changed their view of people with disabilities.

## 5. DEPARTMENT OF BASIC EDUCATION: WORKBOOK ADAPTATION PROJECT

The Department of Basic Education (DBE) contracted the Centre for AAC to compile a toolkit that children with severe disabilities and little or no functional speech may use to participate in the classroom. This toolkit should be supplemented to the workbooks used by the DBE for Mathematics, Literacy and Life Skills. This project focussed specifically on learners in the Foundation Phase (Grade R-3). Ms Ensa Johnson was the project leader, assisted by Ms Conny Simelane, Ms Robyn White and Ms Liezl Schlebusch.

The toolkit consists of two parts: one for learners and one for their teachers. Simple step-by-step guidelines for teachers were written on how to use communication boards or strips, choice boards and other strategies to enable children with severe disabilities to participate in the classroom. Each learner toolkit consists of a personalized communication folder with core vocabulary and topic strips. The aim is that each learner will be able to use the communication folder at school and at home to ensure optimal communication opportunities. Various communication boards that are lesson-specific as well as a communication lanyard with emergency symbols (i.e. 'I'm feeling hot', 'Excuse me', 'Please help') that a learner may take with him/her on the playground will also be available in the learner toolkits.

The teacher toolkit will consist of enlarged posters with symbol labels, guidelines for Literacy, Mathematics and Life Skills as well as an introductory guideline to familiarize the teachers with the field of AAC.

The contract has been extended for another three months to enable the CAAC staff to assist with the development (printing, etc.) of the material. It is foreseen that a short pilot study in the Gauteng area will be done to ensure that the proposed project will be implemented effortlessly in schools.

## 6. CONSULTATIONS

In 2012 staff members of the CAAC conducted **20** consultations with 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, **three** Medico Legal consultations with regards to quantum trials were done. One of these was done in-situ in Port Elizabeth.

## 7. DISSEMINATION OF INFORMATION

**Table 3**

*Dissemination of AAC information by way of seminars, workshops and skill shops*

DATE AND PLACE	PRESENTER/S	PARTICIPANTS	TITLE AND EVALUATION OF OUTCOMES
14 April Pretoria	Ms M. Casey Prof. K. Uys	Parents, teachers and therapists	<b><i>Pixon training</i></b> Pixon was introduced and participants had the opportunity to interact, using the Pixon boards.
2 May Pretoria	Prof. J. Bornman	NG Kerk Elarduspark: Senior bediening	<b><i>Alzheimer se siekte: Wat moet ek weet?</i></b> This information session was well attended and elicited lively discussions. Participants were eager to know about strategies that could increase quality of life in persons with Alzheimer disease.
11 May Pretoria	Ms A. Samuels Ms K. Tönsing Ms E. Johnson	Sixty-five teachers: Medical Faculty disability fun day	<b><i>Ten AAC tips for the classroom</i></b> The information session was attended by teachers of learners with disabilities. They indicated that they learned many new skills and were eager to implement their new knowledge in the classrooms, to benefit learners with disabilities.
17 May Centurion	Ms E. Johnson	Twenty-six social workers and therapists from the North Rand Region Disability Forum of the Department of Social Development, Centurion	<b><i>Introduction to AAC</i></b> This information session was attended by the heads of sheltered workshops and homes for adults and or children with severe disabilities as well as delegates from the Department of Social Development. The aim of the session was to inform the attendees on what AAC is and how it can make a difference in the lives of people with severe disabilities. The attendees indicated that they learned much about AAC and would like to hear more on this topic.
13 August Pretoria CP School	Ms A. Samuels	Fifty teachers and therapists	<b><i>Introduction to AAC and recent developments in AAC technology</i></b> This information session was presented to therapists and

DATE AND PLACE	PRESENTER/S	PARTICIPANTS	TITLE AND EVALUATION OF OUTCOMES
			teachers as part of Pretoria CP Schools' continuing professional development series.
16 Aug Cape Town	Ms E. Johnson	Parents, teachers and therapists at 11 <sup>th</sup> World Down Syndrome Congress	<b>Workshop on storybook adaptations for AAC users</b> Participants enjoyed the hands-on workshop with practical ideas to adapt storybooks. The parents, teachers and therapists indicated that they found the workshop very useful and were eager to implement their new knowledge. New contacts were made and potential students for our post-graduate courses were recruited.
15 September Mitchell House, Polokwane	Prof. J. Bornman	Forty teachers, therapists, psychologists and parents	<b>Challenging behaviour: A whole school approach</b> Participants found the whole school approach to management of challenging behaviour helpful. The afternoon was spent on strategies for selected cases.
20 September Con Amore School, Kempton Park	Prof. J. Bornman	One hundred and seventy teachers at the School-based Support Teams' monthly seminar for the Ekurhuleni North District (D17)	<b>Challenging behaviour : a Whole school approach</b> Teachers felt empowered, and stated that the 'Behaviour Function Scale' provided them with a different method of assessing challenging behaviour. They also stated that the Scatterplot and Antecedent-Behaviour-Consequence charts would be useful in the classroom. A greater number of individual case discussions were requested to problem-solve difficult cases.

DATE AND PLACE	PRESENTER/S	PARTICIPANTS	TITLE AND EVALUATION OF OUTCOMES
12 October Pretoria & Porto, Portugal	Dr S. Castro, Faculty of Psychology and Educational Sciences at Porto University, Portugal. Ms A Samuels	Forty-two participants consisting of Masters in ECI students and early intervention practitioners from South Africa and Portugal	<b><i>ICF-CY: Transatlantic webinar</i></b> An innovative method of presenting an online workshop through collaboration. The Webinar helped participants to understand the ICF-CY and how it could be incorporated into early intervention research and practices. Participants were kept engaged throughout, with few technological difficulties that could have interfered with participation. From the overwhelmingly positive feedback received, it was clear that this was an important learning opportunity for all who participated and it should be expanded.

## 8. PRESENTATIONS AT CONFERENCES AND SEMINARS

**Table 4**

*Conference and seminar presentations by CAAC staff members*

DATE	NAME	PRESENTATION TITLE, NAME OF CONFERENCE & PLACE
<b>INTERNATIONAL CONFERENCES</b>		
7 June	Dr D. Donohue	<i>Risk and adaptive behaviors influence reading growth in children with mild intellectual disabilities.</i> GEDS summer course on Environmental Assessment and Intervention in Early Childhood, 4 - 20 June, Jönköping University, Sweden.
14 June	Prof. J. Bornman	<i>Children's rights in South Africa: Comparing the perceptions of children with intellectual disabilities and their caregivers.</i> GEDS summer course on Environmental Assessment and Intervention in Early Childhood, 4 - 20 June, Jönköping University, Sweden.
20 June	Ms A. Samuels; Ms F. Ferreira; Ms M. Gouviea	<i>Environmental influences on the family system.</i> Collaborative student presentation amongst PhD students from CAAC and Porto University (Portugal) at the GEDS summer course on Environmental Assessment and Intervention in Early Childhood, 4 - 20 June, Jönköping University, Sweden.
20 June	Ms E. Johnson; Ms K. Tönsing; Ms A. Atterström; Ms C. Wright	<i>Environmental influences on the development of language and literacy in the home and preschool.</i> Collaborative student presentation between PhD students from CAAC, Vanderbilt (USA) and Jönköping University at the GEDS summer course on Environmental Assessment and Intervention in Early Childhood, 4 - 20 June, Jönköping University, Sweden.
31 July	Prof. J. Bornman; Prof. D. Bryen	<i>The need for social validation of vocabulary selection: Ensuring cultural relevance.</i> Oral presentation at the 15 <sup>th</sup> Biennial Conference of the International Society for Augmentative and Alternative Communication, (31 July - 3 August), Pittsburgh, Pennsylvania, USA.
31 July	Ms A. Huguet ; Prof. J. Bornman	<i>The iconicity of Picture Communication Symbols for children with English additional language and intellectual disabilities.</i> Poster presentation. 15 <sup>th</sup> Biennial Conference of the International Society for Augmentative and Alternative Communication, (31 July - 3 August), Pittsburgh, Pennsylvania, USA.
1 August	Prof. K. Uys	<i>Passive students in the classroom: What will motivate them to optimize their participation?</i> Oral presentation. 15 <sup>th</sup> Biennial Conference of the International Society for Augmentative and Alternative Communication, (31 July - 3 August), Pittsburgh, Pennsylvania, USA.
1 August	Ms E. Johnson; Prof. J. Bornman	<i>Children's pain-related vocabulary: An exploration.</i> Oral presentation. 15 <sup>th</sup> Biennial Conference of the International

DATE	NAME	PRESENTATION TITLE, NAME OF CONFERENCE & PLACE
	Dr S. Dada	Society for Augmentative and Alternative Communication, (31 July - 3 August), Pittsburgh, Pennsylvania, USA.
2 August	Ms K. Tönsing; Dr S. Dada; Prof. E. Alant	<i>Teaching graphic symbol combinations during storybook reading.</i> Oral presentation. 15 <sup>th</sup> Biennial Conference of the International Society for Augmentative and Alternative Communication, (31 July - 3 August), Pittsburgh, Pennsylvania, USA.
2 August	Prof. J. Bornman; Dr D. Donohue	South African teachers' attitudes toward learners with special educational needs: ADHD and LNFS. Poster presentation. 15 <sup>th</sup> Biennial Conference of the International Society for Augmentative and Alternative Communication, (31 July - 3 August), Pittsburgh, Pennsylvania, USA.
2 August	Prof. J Bornman; Ms K Tönsing	<i>After 18 years of silence – Introducing AAC to a pre-literate adult with congenital LNFS.</i> Oral presentation. 15 <sup>th</sup> Biennial Conference of the International Society for Augmentative and Alternative Communication, (31 July - 3 August), Pittsburgh, Pennsylvania, USA.
16 November	Prof. J. Bornman	<i>Ethno-linguistically diverse South African toddlers' vocabulary: A parent report.</i> Poster Presentation. 2012 American Speech-Language-Hearing Association (ASHA), 15 - 17 November Atlanta, Georgia, USA.

## ISAAC CONFERENCE 2012 - PITTSBURGH, USA



(Clockwise from bottom left) Former colleague, Martin Pistorius receiving the prestigious President's Award from ISAAC president Erna Alant; Juan Bornman & Kerstin Tönsing delivering their paper; Some of the South African contingent; Ensa Johnson delivering her presentation; Dana Donohue with her poster.

<b>NATIONAL CONFERENCES</b>		
11 May	Prof. K. Uys	<i>Ethics of mentoring of young children.</i> Paper presented at the ethics conference for Allied Health Professionals. Bloemfontein, South Africa.
16 May	Ms K. van Niekerk; Prof. K. Uys	<i>Empowerment of Youth with Cerebral Palsy through the use of AAC.</i> Paper presented at the Annual Conference of the National Association for Persons with Cerebral Palsy, Hope School Johannesburg, South Africa.
26 September	Ms K. Tönsing	<i>A picture paints a thousand words....or does it?</i> Paper presented at the Teachers Upfront Education Conversation Series on Language Education: 'Beyond Words: Language versus Communicating', University of Johannesburg. Johannesburg, South Africa.
12 October	Ms K. Tönsing	<i>Teaching graphic symbol combination to children with limited speech during shared storybook reading.</i> Paper presented at the Annual AAC Research Seminar, Centre for AAC. University of Pretoria, South Africa.
12 October	Ms A. Samuels	<i>The co-parenting arrangements and relationship quality of teenage mothers in a low income community.</i> Paper presented at the Annual AAC Research Seminar, Centre for AAC. University of Pretoria, South Africa.
18 October	Prof. J Bornman; Dr D. Donohue	<i>Parental perspective concerning the fulfilment of human rights of children with intellectual disabilities in South Africa.</i> Paper presented at the Poverty and Justice Seminar, 17-18 October. Moot Court, University of Pretoria, South Africa.

## 9. ATTENDANCE AT CONFERENCES, SEMINARS, WORKSHOPS AND OTHER TRAINING SESSIONS

**Table 5**  
CAAC staff attendance without any presentation

DATE	NAME	CONFERENCE, SEMINAR, WORKSHOP AND/OR TRAINING
24 February	Prof. J Bornman; Prof. K Uys; Dr S Dada; Dr D. Donohue; Ms A. Samuels; Ms P. Kershaw; Ms E. Johnson; Ms C. Simelane; Ms E. Moolman; Ms K van Niekerk; Ms K Tönsing	Pixon training, Centre for AAC, Pretoria



DATE	NAME	CONFERENCE, SEMINAR, WORKSHOP AND/OR TRAINING
20 March	Prof. J. Bornman; Prof. K. Uys, Dr D. Donohue; Ms A. Samuels; Ms K. Tönsing; Ms E. Johnson; Ms C. Simelane	'How to Publish' Presented by Prof. Graham Stead, Cleveland University, Ohio, USA. University of Pretoria, Pretoria.
23, 13 April	Mr S. Sikhosana	First aid training (health representative). University of Pretoria, Pretoria.
14, 21 April	Ms E. Johnson	Foundation Makaton Training. Presented by Ms Margaret Golding. Johannesburg Hospital School, Braamfontein, Johannesburg.
26 April	Ms A. Samuels; Ms K. Tönsing	The stricken word: Finding a syntax for stroke. Presented by Dr. Karen Lazar, University of the Witwatersrand, Johannesburg.
7 May	Prof. J. Bornman; Dr D. Donohue	Postdoctoral Research Fellowship Workshop. Chaired by Mr Wallace Isaacs and Ms Wiida le Roux. University of Pretoria, Pretoria.
14-18 May	Prof. K. Uys; Ms A. Samuels; Ms E. Moolman; Ms K. van Niekerk	ClickUp Training: Overview and Content. University of Pretoria, Pretoria.
11-13 June	Ms E. Moolman	ClickUP Training: Assessment. University of Pretoria, Pretoria.
11-13 June	Mr S. Sikhosana	Microsoft PowerPoint. University of Pretoria, Pretoria.
22 June	Mr S. Sikhosana	Microsoft Internet. University of Pretoria, Pretoria.
25-27 June	Mr S. Sikhosana	Microsoft Excel Basic. University of Pretoria, Pretoria.
29 June	Mr S. Sikhosana	Nero Express. University of Pretoria, Pretoria
29 June	Mr S. Sikhosana	Document Scan. University of Pretoria, Pretoria.
2-6 July	Ms E. Johnson	Induction course. University of Pretoria, Pretoria.
20 – 21 August	Prof. J Bornman; Ms E. Johnson; Ms K. Tönsing	ClickUp Training: Overview and Content. University of Pretoria, Pretoria.
22 August	Ms E. Johnson	ClickUp Training: Assessment. University of Pretoria, Pretoria.
23-24 August	Prof. J Bornman; Ms E Johnson; Ms K. Tönsing	ClickUp Training: Collaboration and Management. University of Pretoria, Pretoria.
28 August	Ms K. Tönsing	Research in Germany: Information Seminar, CSIR
3 September	Ms E. Johnson	Open Scholarship Office Seminar: Guide to getting published. University of Pretoria, Pretoria.
2 October	Ms K. Tönsing	Counteracting market-force mono-lingualism in a multilingual world, respecting linguistic human rights in education, and fighting poverty through language policy. Presented by T. Skutnabb-Kangas and R. Phillips, University of Denmark. University of Pretoria, Pretoria.



DATE	NAME	CONFERENCE, SEMINAR, WORKSHOP AND/OR TRAINING
12 October	Prof. K. Uys; Dr D Donohue; Ms E. Moolman; Ms E. Johnson.	AAC Research Seminar hosted by the CAAC. University of Pretoria, Pretoria.
13 October	Ms K. Tönsing; Ms A. Samuels; Dr S. Dada	Introduction to the ICF-CY. A transatlantic webinar presented by S. Castro (Porto University).
23 October	Ms E. Moolman	Ethics workshop: Consumer Protection Act. Presented by Annelie van der Westhuyzen. Hotel 224, Pretoria.
3, 10 November	Ms E. Johnson	Advanced Makaton Training. Presented by Ms Margaret Golding at the Johannesburg Hospital School, Braamfontein, Johannesburg.
19-20 November	Mr S. Sikhosana	Adobe Acrobat 10. University of Pretoria, Pretoria.
21 November	Ms K. Tönsing	Assistive devices Indaba presented by the National Institute for the Deaf, Worcester.
24 November	Ms E. Moolman	Basic South African Sign Language workshop 1 and 2. Presented by Monita Bester, Tiny Handz. Unitas Hospital, Pretoria.
3-7 December	Ms A. Samuels	Child Rights and Child Law for Health and Allied Health Professionals. Presented by The Children's Institute. University of Cape Town, Cape Town.

## 10. VISITORS TO THE CAAC

**Table 6**

*Visitors to the CAAC (2012)*

DATE	NAME AND DESIGNATION	NATURE OF VISIT	OUTCOME
12-14 September	Prof. MaryAnn Ronski, Georgia State University	To discuss status of Institutional agreement. Work on Fogarty-funded Grant.	Presentations at Baragwanath, George Mukhari and Steve Biko hospitals resulted in widespread interest in participating in this research project. Project is progressing well.
8-0 October	Dr Kobie Boshoff from International Centre for Allied Health Evidence (iCAHE), University of South Australia, Australia	To discuss possible collaboration with University of South Australia, and present training on systematic reviews to staff and PhD students.	PhD students submitting literature reviews were encouraged to use the format of a systematic review; students found this practical 3-day workshop instrumental. Dr Boshoff will assist with systematic reviews by some of the PhD students and CAAC staff. Explore possibilities of expanding collaboration in 2013.

DATE	NAME AND DESIGNATION	NATURE OF VISIT	OUTCOME
8-12 October	Prof. Erna Alant, Otting endowed research chair: Indiana University Michael Verde, PhD student, Indiana University	Presentations during AAC Research Seminar 2012	Prof. Erna Alant discussed her interest in communication difficulties in geriatric care where people experience dementia. Michal Verde, a PhD student of Prof. Alant, developed an approach called 'Memory Bridge' that uses empathetic listening as therapeutic tool. Participants requested more information on the 'Memory Bridge' approach and the possibility of hosting a 1-day seminar in 2013 was explored.



Prof. Mary-Ann Romski (Georgia State University) with Prof. Norman Duncan (Dean of the Faculty of Humanities) and Centre for AAC staff.



Dr Kobie Boshoff (University of South Australia) and Prof. Juan Bornman in front of the CAAC's new mosaic depicting the Bliss symbol for "communication".

## 11. CREATIVE INPUTS FOR THE PUBLIC DOMAIN

### 11.1 Radio

- Mr Heinrich Marnitz from “Radio Pretoria” interviewed Prof. Juan Bornman on 19 September 2012 during the “Klankkoerant” morning show.

### 11.2 Printed media

- Exceptional academic achievers and NRF-Rated researchers: University of Pretoria. Prof. J. Bornman (p 52-53).
- Junior Tukkie – August 2012. Fun day for children with disabilities.
- Ms K. Tönsing was cited as an expert in the article entitled ‘Images can bring words to vivid life’, published in the Mail & Guardian, 12 October 2012.

## 12. ACHIEVEMENTS AND/OR SPECIAL INVOLVEMENT

### 12.1 Staff achievements

- Ms A. Samuels received a grant from the Faculty of Humanities at UP to host a visiting scholar in 2013.
- Ms K. Tönsing was appointed a full-time lecturer (UP-funded position) on 1 October 2012.

### 12.2 Student achievements and awards

- **DynaVox Mayer-Johnson Company Award** for the outstanding BAHons (AAC) student was won by Ms Fay J. Bjornstad.
- **The Semantic Compaction Systems Award** for the best research project completed during 2012 was awarded to Ms Kerstin Tönsing.
- University of Pretoria merit bursaries were awarded to the following 17 students: Ms C. Fouché and Ms L. Smit-Koegelenberg for the BAHons (AAC), Ms T. Horn, Ms M. Naidoo, Ms R. M. White, Ms Y. Murphy and Ms L. K. Pettit for the M (AAC); Ms S. Barnard, Ms A. Gildenhuys, Ms P. Malamule, Ms D. Sing and Ms M Geldenhuys for the M (ECI); Ms T. Kyarkanaye, Ms L. Schlebusch, Ms E. Johnson, K. Nourse and Ms I Greyvenstein for the PhD.
- MNet Tag Awards: Three students from the Visual Arts Department, namely Luci Badenhorst, Renate van Rensburg and Estie Labuschagne were nominated for the Best Direction of Public Service Announcement (PSA) for their video titled ‘4500 Words’. One of the Fofa participants (Ms T. Phiri) starred in the PSA.

## 13. PROFESSIONAL ACADEMIC ACTIVITIES

### 13.1 Academic activities at the University of Pretoria

- Prof. K. Uys serves on the Research Committee, Faculty of Humanities.
- Ms A. Samuels serves on the Community Engagement Committee, Faculty of Humanities.
- Ms E. Johnson serves on the Teaching and Learning Committee, Faculty of Humanities.

### 13.2 Involvement with other universities as external examiners

- Prof. J. Bornman acted as external examiner for the University of Cape Town for a master's thesis in Philosophy, Disability Studies, at the Department of Health and Rehabilitation Sciences at the University of Cape Town.
- Prof. J. Bornman acted as external examiner for the Department of Speech Pathology and Audiology (School of Human and Community Development), University of the Witwatersrand for the module SPPA 4005 in AAC.
- Ms A. Samuels acted as an external examiner for the Department of Speech Pathology and Audiology (School of Human and Community Development), University of the Witwatersrand for the SPPA 4007 module on AAC.
- Prof. K. Uys acted as external examiner for FUOT IV, Research and Management, Department of Occupational Therapy, University of Limpopo: Medunsa Campus.
- Ms K. van Niekerk acted as external examiner for a master's thesis from the Department of Occupational Therapy, University of the Free State.

### 13.3 Referee duties

- Prof. J. Bornman acted as reviewer for the South African Journal of Communication Disorders (SAJCD).
- Prof. J. Bornman acted as reviewer for the Augmentative and Alternative Communication (AAC) journal.
- Prof. J. Bornman reviewed NRF applications.
- Prof. J. Bornman served on the International Society for Augmentative and Alternative Communication Conference Scientific Program Committee and reviewed 31 abstracts for the 15th Biennial ISAAC conference that was held in Pittsburgh.
- Dr S. Dada acted as reviewer for the Augmentative and Alternative Communication (AAC) journal.

## 14. STAFF

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

Professor & Director: Prof. J. Bornman (40 hours per week)

Associate Professor: Prof. K. Uys (40 hours per week, sabbatical 1 July to 31 December)

Senior Lecturer: Dr M Harty (40 hours per week from 1 - 31 January)

Lecturer: Ms A. Samuels (40 hours per week)

Lecturer: Ms K. M. Tönsing (40 hours per week, from 1 October)

Lecturer: Dr S. Dada\*(10 hours per week from 1 January to 31 July; 15 hours for 1 August to 31 December)

Junior Lecturer: Ms L. Schlebusch\* (25 hours per week from 1 - 30 November)

Junior Lecturer: Ms S. Klopper\* (25 hours per week, from 1 July to 31 October)

Departmental Administrator: Ms H Pretorius (1 January to 30 September); Ms T. Myers (1 - 31 October); Ms E. J. C. Rossetti-Siefe (1 November to 31 December). This is a 40-hour per week appointment.

Disability Consultant Assistant: Mr S Sikhosana\*(25 hours per week from 1 January to 31 July; 35 hours from 1 August to 31 December)

Post-Doctoral Fellow: Dr D Donohue (40 hours per week)

Extra-ordinary Professor: Prof. E Alant, Otting Endowed Research Chair: Indiana University, USA.

\*Dr Dada, Ms, Schlebusch, Ms Klopper and Mr Sikhosana were appointed as replacement help while Prof. Uys was on sabbatical.

#### 14.2 CAAC staff funded from private funding

Lecturer: Ms K. Tönsing (40 hours per week, from 1 January - 30 September)

Lecturer: Ms E. Johnson (40 hours per week)

Lecturer: Ms E. Moolman (10 hours per week)

Lecturer: Dr S. Balton (22 hours per year for lectures)

Lecturer: Adv. J. G. Prinsloo (8 hours per year for lectures)

Junior Lecturer: Ms C. Simelane (40 hours per week)

Junior Lecturer: Ms K. van Niekerk (15 hours per week)

Junior Lecturer: Ms R. White (25 hours per week, 1 August - 30 November)

Junior Lecturer: Ms M. van der Merwe (395 hours per year for lectures)

Research Consultant: Ms R. Owen (5 hours per week)

#### 14.3 External examiners

##### PhD:

Dr K. Drager	Department of Communication Sciences and Disorders, The Pennsylvania State University, USA.
Dr F. Loncke	Department of Communication Disorders Program, University of Virginia, USA.
Dr M. Smith	Department of Clinical Speech and Language Studies, Trinity College, Dublin, Ireland.
Dr J. Reichle	Department of Speech and Hearing Sciences, University of Minnesota, USA.

##### MAAC:

Ms M. Coetzee	MA(AAC), Private practice.
Ms M. Packman	MA(AAC), Private practice.
Ms C. Malherbe	Department of Criminology, UNISA.
Ms L. Schlebusch	M (ECI), Private practice.
Dr K. Huus	Department of Nursing, Jönköping University, Sweden.

##### MECI:

Ms J. Le Roux	M(ECI) 1, Division of Communication Sciences and Disorders: Department of Health and Rehabilitation Sciences, University of Cape Town.
Ms A. Sunday	M(ECI) 2, Division of Occupational Therapy: Department of Health and Rehabilitation Sciences, University of Cape Town.

##### HONOURS:

Ms M. Van Niekerk	Department of Occupational Therapy, University of the Witwatersrand.
Dr K. Joubert	Department of Speech Pathology and Audiology, School of Human and Community Development, University of the Witwatersrand.
Prof. M. Smit	School of Education, Department of Education Law, Northwest University.
Dr M. Harty	Department of Health and Rehabilitation Sciences, Division of Communication Sciences and Disorders, University of Cape Town.
Ms C. Strydom	Department of Speech-Language and Hearing Therapy, University of Stellenbosch.

**ACE:**

Dr H. Olivier  
Mr L. Thlale

Department of Education, UNISA.  
Department of Education, UNISA.

**KMP 310:**

Dr M. Harty

Department of Health and Rehabilitation Sciences, Division of  
Communication Sciences and Disorders, University of Cape Town.

## 15. OBJECTIVES FOR 2013

### 15.1 Academic staff

- 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 source a postdoctoral fellow
- To increase the permanent full time academic staff component by appointing an additional staff member at the level of senior lecturer level (diversity position)

### 15.2 Teaching

- To graduate two PhD students and enrol two new PhD (Preparatory) students
- To graduate five M(AAC) students and enrol five new students into the programme
- To graduate 16 M(ECI) students and enrol 18 new students
- To graduate 25 BA(Hons) in AAC students and enrol 30 new students
- To secure bursaries for at least 12 postgraduate students

### 15.3 Research

- To increase the number of staff who are active in research
- To meet the expected publication targets of 1.4 research publication units per full-time academic staff member
- To complete the 2-year collaborative research project (2012-2013) with Dr MaryAnn Ronski and Dr Rose Sevcik at the CRADL (Centre for Research on A-typical Development) Research Group at Georgia State University in the USA (Fogarty-funded) entitled 'Speech and language Delays in Children with Neuro-developmental Disorders'
- To apply for a new funded research grant regarding abuse and persons with little or no functional speech from a multi-tiered perspective

### 15.4 Tender training and community engagement

- To expand the 'Book Adaptation Project' for the DBE
- To source government-funded training tenders in the Health and Education domains
- To apply for funding for the Fofa-project in order to ensure its sustainability
- To host a series of workshops and seminars around AAC in the health domain

## ACKNOWLEDGEMENTS

The following foundations and departments that financially supported the activities of the CAAC during 2012 and thereby allowed us to reach our goal are gratefully acknowledged:

National Research Foundation (NRF)  
National Institute for Health (NIH): Fogarty Grant  
Swedish International Development Cooperation Agency (SIDA)  
Department of Basic Education  
Gauteng Department of Education  
Eastern Cape Department of Education  
North West Department of Education

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Semantic Compaction Systems  
DynaVox Mayer-Johnson

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ISAAC & INTERFACE  
Northwest University  
University of Cape Town  
University of Stellenbosch  
University of Witwatersrand  
University of South Africa (UNISA)  
University of Limpopo: Medunsa Campus  
Georgia State University, USA  
University of Jönköping, Sweden  
University of Porto, Portugal  
Pennsylvania State University, USA  
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Trinity College, Dublin, Ireland  
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**THAT'S ALL FOLKS!**

