

## UNIVERSITY OF PRETORIA

## CURRICULUM VITAE

## BIOGRAPHICAL SKETCH

1GENERAL INFORMATION						
<b>Surname</b>	Tönsing					
<b>First names</b>	Kerstin Monika		<b>ID Number</b>	7502230270082		
<b>Citizenship</b>	South African		<b>Title</b>	Dr	<b>Female</b>	<input checked="" type="checkbox"/> <b>Male</b>
<b>Place of birth</b>	Munich, Germany		<b>Date of birth</b>	23.02.1975		
<b>Department</b>	Centre for Augmentative and Alternative Communication (Centre for AAC)		<b>Position</b>	Senior Lecturer		
<b>Direct Telephone</b>	012 420 4729		<b>Direct Telefax</b>	086 510 0841		
<b>E-mail</b>	kerstin.tonsing@up.ac.za					

ACADEMIC QUALIFICATIONS OBTAINED			
Degree/ Diploma	Field of study	Higher education institution	Year
BComm. Path	Communication Pathology	University of Pretoria	1999
MA (AAC)	Augmentative and Alternative Communication	University of Pretoria	2001
PhD (AAC)	Augmentative and Alternative Communication	University of Pretoria	2013

<b>WORK EXPERIENCE TO DATE</b>		
<b>Name of employer</b>	<b>Capacity and/or type of work</b>	<b>Period From (mm//yy to mm//yy)</b>
Mrs E. Von Schlichting	Speech therapist in private practice: Diagnosis and treatment of communication disorders in children and adults, counseling and training parents, consulting with teachers and occupational therapists	01/99 to 12/99 (full time)
Mrs. D. Nel	Speech therapist in private practice, part time: Diagnosis and treatment of communication disorders in children and adults, counselling and training parents, consulting with teachers and occupational therapists	01/00 to 12/01 (part time)
Centre for Augmentative and Alternative Communication, University of Pretoria	Trainer, junior lecturer: Presentation of lectures and workshops at Honours level. Development of learning material at Honours and Masters level. Participation in Centre research activities. Presentation of non-degree training and conducting consultations for clients with little or no speech and their support teams.	01/00 to 12/01; 02/03 to 12/04 (part time).
North Glamorgan NHS Trust (Wales, UK)	Locum paediatric therapist: Diagnosis and treatment of communication disorders in children and adults, counselling and training parents, consulting with teachers and other professionals	01/02 to 01/03 (full time)
Baby Therapy Centre	Therapist: Diagnosis and treatment (individual and in groups) of communication and feeding disorders in babies and toddlers (0-3years) who are at risk or have an established disability (Cerebral palsy, Down Syndrome etc.) as well as parent guidance	02/03 to 12/06 (part time)
Self-employed	Speech therapist in private practice: Diagnosis and treatment of communication disorders in children and adults, counselling and training parents, consulting with teachers and occupational therapists	01/05 to 12/06 (part-time)
Centre for Augmentative and Alternative Communication, University of Pretoria	Junior lecturer, lecturer, senior lecturer: Development and presentation of Honours and Masters modules and assessment events. Course co-ordination on Honours and Masters level. Participation in Centre research activities.	02/07 to present (full time; from 1 October 2012 in a permanent position)

## TEACHING ACTIVITIES

<b>Courses presented</b>		
<b>Course</b>	<b>Level</b> (e.g. second year, Masters)	<b>Self developed</b> (Yes or No)
Research Methodology (AAK 712) for second years – up to 2014	Honours	Yes
Research methodology (AAK 712) – for first years – from 2014	Honours	Yes
Symbol Systems (AAK 701)	Honours	No
Legal Issues in Disability (AAK 707)	Honours	Extensively reconceptualized and revised
Symbol Systems (AAK 805)	Masters	No
Communication Theory (AAK 804)	Masters	No
Intervention (AAK 807)	Masters	Extensively reconceptualized and revised
Severe Disabilities (ECI 867)	Masters	Extensively reconceptualized and revised
Applied Research (ECI 871)	Masters	Yes

## POSTGRADUATE SUPERVISION

<b>Supervision or co-supervision of students who have completed degrees</b>			
<b>Name of student</b>	<b>Degree /Title of dissertation/ thesis</b>	<b>Supervisor</b>	<b>Co-supervisor(s)</b>
Simone Mitchell and Lee-Ora du Pont	B Communication Pathology (Honours level): Perceptions of special educators regarding their role, competency and training in supporting learners using aided augmentative and alternative communication September 2013	Dr Kerstin Tönsing	Prof Alta Kritzinger
Sonja Higham	MA (AAC) (Masters research): Teacher's Interactions during storybook reading. April 2008	Prof Erna Alant	Dr Kerstin Tönsing
Ange Beringer	MA (AAC) (Masters research): The self-determined and partner-predicted topic preferences of adults with Aphasia. September 2011*	Prof Juan Bornman	Dr Kerstin Tönsing
Stephanie Penkler	MA (AAC) (Masters research): A comparison of the graphic symbol utterances arranged by children with little or no functional speech and children with typical development. September 2013	Dr Kerstin Tönsing	Prof Juan Bornman
Lauren Pettit	MA (AAC) (Masters research): Prioritizing the ICF domains for rehabilitation for adults with aphasia: Comparing three perspectives	Dr Kerstin Tönsing	Dr Shakila Dada
Ensa Johnson	PhD (AAC) (Doctoral) An exploration of the common pain-related vocabulary typically-developing children use: Implications for children who use augmentative and alternative communication	Prof Juan Bornman	Dr Kerstin Tönsing

<b>Current post-graduate students</b>				
<b>Name of student</b>	<b>Degree enrolled for</b>	<b>Project title</b>	<b>Supervisor</b>	<b>Co-supervisor</b>
Kim Brewis	MA (AAC) (Masters)	Comparing the vocalizations of children with limited speech when using a communication board versus an SGD during a joint story reading activity	Dr Kerstin Tönsing	Dr Shakila Dada
Jocelyn Mngomezulu	MA (AAC) (Master's)	The core vocabulary of isiZulu-speaking preschool children	Dr Kerstin Tönsing	
Inneke Greyvenstein	PhD (AAC) (Doctorate)	The emotional development of children with severe visual impairment: The role of higher order emotion identification in pro-social skills.	Dr Kerstin Tönsing	Prof Juan Bornman
Maria Ramaahlo	PhD (AAC) (Doctorate)	An analysis of policy documents, academic and support practices for students with learning disabilities in higher education institutions in South Africa.	Dr Kerstin Tönsing	Prof Juan Bornman

## PUBLICATIONS AND CONFERENCE PRESENTATIONS

### Publications in peer-reviewed or refereed journals

- Tönsing, K. M.** (2015). Supporting the Production of Graphic Symbol Combinations by Children with Limited Speech: A Comparison of Two AAC systems. *Journal of Developmental and Physical disabilities, Early online*, doi:10.1007/s10882-015-9425-5.
- Tönsing, K.M., Dada, S., & Alant, E.** (2014). Teaching graphic symbol combinations during shared storybook reading. *Augmentative and Alternative Communication* 30(4): 279–297. doi:10.3109/07434618.2014.965846
- Van Niekerk, K. & **Tönsing, K. M.** (2014). Eye gaze technology for graphic symbol based communication: A South African perspective. *Disability and Rehabilitation: Assistive Technology*. Early Online: 1–7. doi: 10.3109/17483107.2014.974222
- Beringer, A., **Tönsing, K. M., & Bornman, J.** (2013). The self-determined and partner-predicted topic preferences of adults with aphasia. *Aphasiology*, 27(2), 227-251.
- Higham, S., **Tönsing, K. M., & Alant, E.** (2010). Teachers' interactions during storybook reading: A rural African perspective. *Early Education and Development*, 21(3), 392-411.
- Casey, M. A., **Tönsing, K. M., & Alant, E.** (2007). Comparison of a non-spoken response mode and a spoken response mode in a test of phonological awareness. *South African Journal of Occupational Therapy*, 37(3), 25-28.
- Tönsing, K. M., & Alant, E.** (2004). Topics of social conversation in the workplace: A South African perspective. *Augmentative and Alternative Communication*, 20, 89-102. **ISI**
- Van der Bijl, C., Alant, E., & **Tönsing, K. M.** (2002). Die effek van prentgrootte en prentplasing op die geheue van geskrewe woorde by kinders met min of geen voorgeletterdeheidsvaardighede. *South African Journal of Education*, 22(1), 40-46.
- Tönsing, K. M., & Tesner, H.** (1999). Story grammar analysis of pre-schoolers' narratives: An investigation into the influence of task parameters. *South African Journal of Communication Disorders*, 46, 37-46.

### Books and/or chapters in books

- Bornman, J., & **Tönsing, K. M.** (2011). Augmentative and Alternative Communication. In E. Landsberg, D. Küger, & E. Swart (Eds.), *Addressing barriers to learning: a South African perspective* (pp. 186-210). Pretoria, South Africa: Van Schaik.
- Alant, E., Uys, C. J. E., & **Tönsing, K. M.** (2008). Communication, Language and Literacy Learning in Children with Developmental Disabilities. In J. L. Matson, F. Andrasik & M. L. Matson (Eds.). *Treating Childhood Psychopathology and Developmental Disabilities* (pp. 373-399). New York: Springer.
- Tönsing, K. M., Alant, E., & Lloyd, L. L.** (2005). Augmentative and Alternative Communication. In E. Alant & L. L. Lloyd. (Eds.), *Augmentative and alternative communication and severe disabilities: Beyond poverty* (pp. 30-67). London: Whurr Publishers.

## Conference presentations

### *National*

- Bornman, J., & **Tönsing, K.M.** (2014, November 10<sup>th</sup>). *Testifying in court by means of a picture-based symbol communication system: Creating evidence-based practice*. Paper presented at the 15<sup>th</sup> Annual Conference on Child Abuse by the South African Professional Society on the Abuse of Children (SAPSAC), Pretoria, South Africa.
- Tönsing, K.M.** (2014, October 3<sup>rd</sup>). *Supporting multi-symbol combinations in children with little or no functional speech: A comparison of two AAC systems*. Paper presented at the Annual Research Seminar of the Centre for AAC, Pretoria, South Africa.
- Van Niekerk, K., & **Tönsing, K. M.** (2014, September 26<sup>th</sup>) *The possibilities and benefits of eye tracking for people with disabilities*. Paper presented at the Eye Tracking information day of Eye Tracking South Africa, Roodepoort, South Africa.
- Tönsing, K. M.** & Bornman, J. (2013, May). *AAC for a pre-literate adult with limited speech*. Paper presented at a seminar entitled "Testifying in Court through Augmentative and Alternative Means of Communication" by the Centre for Disability Law and Policy (UWC) and the Gender, Health & Justice Research Unit (UCT), Cape Town, South Africa.
- Tönsing, K. M.** (2013, May). *Communication using graphic symbols: Challenges and solutions*. Paper presented at the 2013 Annual Conference of the National Association for Persons with Cerebral Palsy, Cape Town, South Africa.
- Tönsing, K.M.** (2013, April). *Language development in the foundation phase*. Paper presented at the School-Based Support Team Training Series, Con Amore School, Kempton Park, South Africa.
- Tönsing, K. M.**, Dada, S., & Alant, E. (2012; October). *Teaching graphic symbol combination to children with limited speech during shared storybook reading*. Paper presented at the Annual AAC Research Seminar, Centre for AAC, University of Pretoria, South Africa.
- Tönsing, K.M.** (2012; September). *A picture paints a thousand words....or does it?* Paper presented at the Teachers Upfront Education Conversation Series on Language Education: "Beyond Words: Language versus Communicating", University of Johannesburg, Johannesburg, South Africa.
- Tönsing, K.M.** (2011, October). *Supporting expressive language development through AAC: Beyond the single word phase*. Paper presented at the South African Speech Language and Hearing Association Congress, Port Elizabeth, South Africa.
- Harty, M., & **Tönsing, K.M.** (2011, October) *Believe all can achieve: Implementing AAC in an inclusive classroom*. Paper presented at the South African Speech Language and Hearing Association Congress, Port Elizabeth, South Africa.
- Tönsing, K. M.** (2009, May). *Giving adults with cerebral palsy a voice*. Paper presented at the Annual Conference of the National Association for Persons with Cerebral Palsy, Kopanong Hotel, Benoni, South Africa.
- Tönsing, K. M.** (2003, October). *Social Conversation at the work place*. Paper presented at

the Postgraduate Research Indaba 2003, Faculty of Education, University of Pretoria, South Africa.

Rose, J., **Tönsing, K. M.**, & Cobb, E. (2001, October). *Opportunities for professional development: multi-professional training programmes*. Poster presented at the South African Neuro Developmental Theory Association (SANDTA) Conference, UDW, Durban, South Africa.

Rose, J., **Tönsing, K. M.**, & Cobb, E. (2001, October). *Walking and Talking: Owning your critical role as physio, occupational or speech language therapist in facilitating communication*. Workshop presented at the South African Neuro Developmental Theory Association (SANDTA) Conference, UDW, Durban, South Africa.

**Tönsing, K.M.** (2001, February). *Social conversations at the workplace*. Paper presented at the 9<sup>th</sup> multi-professional AAC Research Seminar, Centre for AAC, University of Pretoria, South Africa.

#### *International*

Romski, M. A., Sevcik, R., Bornman, J., Barton, A., & **Tönsing, K. M.** (2014 November 20th). *AAC assessment in contexts of linguistic and cultural diversity: Challenges and strategies*. Paper presented at the 2014 Convention of the American Speech Language Hearing Association, Orlando, FL, USA.

**Tönsing, K. M.** (2014, November 18th). *At the end of the rainbow: Doing research in the South African context*. Invited presentation to students and faculty at the University of New Mexico, Albuquerque, NM, USA.

**Tönsing, K.M.** (2014, July 23<sup>rd</sup>). *Supporting multi-symbol combinations in children with little or no functional speech: A comparison of two AAC systems*. Paper presented at the 16<sup>th</sup> Biennial Conference of the International Society for AAC, Lisbon, Portugal.

Pettit, L., **Tönsing, K. M.**, & Dada, S. (2014, July 24<sup>th</sup>). *Prioritizing the ICF domains for rehabilitation for adults with aphasia: Comparing three perspectives*. Poster presented at the 16th Biennial Conference of the International Society for AAC, Lisbon, Portugal.

Bornman, J., Romski, M. A., Sevcik, R., **Tönsing, K. M.**, Barton, A., & White, R. (2014, July 21<sup>st</sup>). *Challenges and strategies in AAC assessment in contexts of linguistic and cultural diversity*. Paper presented at the 16th Biennial Conference of the International Society for AAC, Lisbon, Portugal.

Van Niekerk, K., & **Tönsing, K. M.** (2014, July 24<sup>th</sup>) *Eye gaze technology with preliterate children: A South African perspective*. Paper presented at the 16<sup>th</sup> Biennial Conference of the International Society for AAC, Lisbon, Portugal.

Johnson, E., Bornman, J., & **Tönsing, K.M.** (2014, July 24th) *Discovering communication: What vocabulary do children with communication challenges need to express feelings of pain?* Paper presented at the 16th Biennial Conference of the International Society for AAC, Lisbon, Portugal.

**Tönsing, K. M.** & Bornman, J. (2014, June 11<sup>th</sup>). *Testifying in court through augmentative and alternative means of communication*. Paper presented at the Seminar on Legal Capacity in Africa, convened by the Open Society Initiative of East Africa, Nairobi, Kenya.

**Tönsing, K. M.** (2013, October). *Teaching graphic symbol combinations during shared storybook reading*. Paper presented at the "Works in Progress Meeting of the Center for Research on Atypical Development and Learning, Georgia State University, Atlanta, Georgia, USA.

**Tönsing, K. M., Dada, S., & Alant, E.** (2013, September). *Teaching graphic symbol combinations during shared storybook reading*. Paper presented at the Clinical AAC Research Conference, Bloomington, Indiana, USA.

Penkler, S. N., **Tönsing, K. M.**, & Bornman, J. (2013, September). *A comparison of the graphic symbol utterances arranged by children with little or no functional speech and children with typical development*. Paper presented at the Clinical AAC Research Conference, Bloomington, Indiana, USA.

**Tönsing, K.M., Dada, S., & Alant, E.** (2012, August). *Teaching graphic symbol combinations during shared storybook reading*. Paper presented at the 15<sup>th</sup> Biennial Conference of the International Society for Augmentative and Alternative Communication, Pittsburgh, PA, USA.

Bornman, J. & **Tönsing, K.M.** (2012, August). *After 18 years of silence – introducing AAC to a pre-literate adult with congenital LNFS*. Paper presented at the 15<sup>th</sup> Biennial Conference of the International Society for Augmentative and Alternative Communication, Pittsburgh, PA, USA.

Atterström, A., Johnson, E., **Tönsing, K. M.**, & Wright, C., (2012, July). *Environmental influences on the development of language and literacy in the home and preschool*. Student presentation at the GEDS Course on Environmental Assessment and Intervention in Early Childhood, Jönköping University, Jönköping, Sweden

**Tönsing, K.M., Dada, S., & Alant, E.** (2011, August). *Training graphic symbol combinations through shared storybook reading*. Paper presented at the 2<sup>nd</sup> Regional African AAC Conference, Birchwood Conference Centre, Boksburg, South Africa

**Tönsing, K.M.** (2010, October). *AAC-supported shared storybook reading: Effect on the expression on two-symbol semantic combinations by children with little or no functional speech*. Paper presented at the Clinical AAC Research Conference, Iowa City, Iowa, USA.

**Tönsing, K. M., & Ledwaba, G.** (2008, August). *Teacher training in the Eastern Cape*. Poster: IASSID 13th World Congress, Cape Town, South Africa.

**Tönsing, K. M., & Ledwaba, G.** (2008, August). *Using Augmentative and Alternative Communication in the classroom*. Poster presented at the 13<sup>th</sup> Biennial Conference of the International Society for Augmentative and Alternative Communication, Montreal, Canada.

**Tönsing, K. M.** (2004, February). *Social communication at the workplace*. Poster presented at the 1<sup>st</sup> regional African AAC conference, Birchwood, Johannesburg, South Africa.

#### **Non-refereed publications or popular articles**

2000-2001; 2003: Co-editor of Interface/Centre for AAC thrice yearly joint Newsletter, with regular contributions.

2008-present: Editor of the Interface/Centre for AAC thrice yearly joint newsletter, featuring a regular editorial and other contributions.

Other contributions:

- Tönsing, K. M.** (2014). Constructing a communication book for a person with aphasia. In E. Moolman & J. Rose (Eds.), *AAC resource manual* (pp. 4-28 – 4-32). Pretoria: Centre for AAC, University of Pretoria
- Tönsing, K. M.** (2012). Graphic symbol combinations. . In E. Moolman & J. Rose (Eds.), *AAC resource manual* (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* (pp. 4-33 – 4-37). Pretoria: Centre for AAC, University of Pretoria.
- Tönsing, K. M.** (2011). AAC in the home. In E. Moolman & J. Rose (Eds.), *AAC resource manual* (pp. 3-1 – 3-5). Pretoria: Centre for AAC, University of Pretoria.
- Tönsing, K. M.** (2011). Picture Exchange Communication System. In E. Moolman & J. Rose (Eds.), *AAC resource manual* (pp. 4-5 – 4-7). Pretoria: Centre for AAC, University of Pretoria.
- Tönsing, K. M.** (2011). Gestures and manual signs. In E. Moolman & J. Rose (Eds.), *AAC resource manual* (pp. 4-14 – 4-16). Pretoria: Centre for AAC, University of Pretoria.
- Tönsing, K. M.** (2011). AAC and traumatic brain injury. In E. Moolman & J. Rose (Eds.), *AAC resource manual* (pp. 11-48 – 11-50). Pretoria: Centre for AAC, University of Pretoria.
- Tönsing, K. M.** (2007). *Before school starts... Tips for parents and teachers on inclusion of children with disabilities in the classroom.* Interface/Centre for AAC Newsletter 2007(1).

## COLLABORATION

### Visits to local and overseas universities or research institutes as guest lecturer/researcher

2-7 March 2008: Visit to Sao Paulo University, Brazil, for discussions of research collaboration for a project entitled *The Self-Efficacy Of Caregivers Of Children Affected By HIV/AIDS: A Cross-Cultural Study*. The project aimed to describe perceptions of caregivers of children affected by HIV/AIDS across three countries (India, Brazil and South Africa) regarding their own care giving role and efficacy within that role.

4-6 October 2010: Visit to Indiana University, Bloomington, USA, for sharing research project results and discussing single subject designs with international experts.

29 September – 21 November 2013: Visit to Georgia State University (GSU), Atlanta, USA, for collaboration on the project entitled: *Speech and language delays in children with neurodevelopmental disorders in South Africa*. The visit enabled joint data analysis and working on joint publications, and also the opportunity to receive training in the management of large data sets, data analysis methods and in the use of software for language analysis transcripts.

12-15 November 2014: Visit to GSU, Atlanta, USA for collaboration on the project entitled: *Speech and language delays in children with neurodevelopmental disorders in South Africa*. The visit served to prepare manuscripts for submission to journals.

17-18 November 2014: Visit to University of New Mexico, Albuquerque, USA, for making contact with Dr Cathy Binger, a prominent researcher in the field of AAC, and receiving input on AAC research projects.

#### **Membership in national and international bodies**

1. International Association for AAC: 2007-2011: Full member; 2011-present: Serving on the Research Committee
2. South African Speech, Language Hearing Association (SASLHA): 2010: Full member; 2011-2012: CPD programme: Contributing editor; 2012-present: CPD programme: Chief editor
3. American Speech and Hearing Association (ASHA): 2013-present: International member

### **MANAGEMENT AND ADMINISTRATIVE DUTIES**

10.1 *List your involvement in departmental activities (e.g. administrative functions), faculty (e.g. Faculty Committees) or other university activities.*

1. Co-ordination of the PhD in AAC (2007-2008): Student administration, management of online discussions (clickUP).
2. Programme manager: 2<sup>nd</sup> year Honours in AAC (2009-2011): Student administration, evaluation and reconceptualisation of course modules, introducing strategies to enhance throughput.
3. Programme manager: Masters in AAC (2012-present): Student administration, management of online discussions (clickUP), curriculum development.
4. Collating and keeping track of publications by the Centre for AAC, faculty research report, annual research report for the Research Information System (RIS)
5. Post Graduate Research Committee in Humanities (critical reader)
6. Teaching and Learning Committee (departmental representative)
7. FOFA Youth Empowerment Programme co-ordinator (2012, 2014-present): Co-ordination of this yearly programme for young adults in need of AAC

### **COMMUNITY SERVICE**

#### **Outreach projects**

*(e.g. project titles, institutions and communities involved, etc.)*

#### **FOFA (Empowerment and employment of people with severe disabilities) (2005-present)**

This project aims to equip youth with communication disabilities with the knowledge and skills that will enable them to strive towards greater independence and quality of life and develop their ability to become advocates for people with disabilities. The project consists of 1 week of intensive onsite training for both the person with the disability as well as a full time personal assistant. Areas covered in the training include increasing communication competence; accessing information; knowing and exercising your rights as a person with a disability as well as sessions to encourage goal setting.

**Role: Coach/trainer (2007-2011, 2013), Co-leader (2012), Project leader (2004-present)**

**North West Province: Education District Official Training (2012)**

During this 10-day workshop 80 district officials from the North West Education Department were trained on strategies to support communication and learning of students with barriers to learning. Topics included screening, assessment and progress monitoring, curriculum adaptation, focused intervention and transition from school to work.

**Role: Trainer**

**Northern Cape: Communication Technology Training (2010)**

In collaboration with Inclusive Solutions, 10 teachers, six therapists and four district officials from four LSEN schools were trained in the use and application of communication technology provided to them by the national Department of Education.

**Role: Co-ordinator, trainer**

**North West Province: From participation to communication (2007-2008)**

This training was aimed at equipping foundation phase teachers with knowledge and skills in order to facilitate successful inclusion of children with developmental delays into mainstream classroom. The focus of this training was on the principles of the Revised National Curriculum Statement and the adaptation of activities within the life skills learning area for children who experience barriers to learning. The use of aided language stimulation principles as well as other graphic AAC strategies in order to promote participation of all learners was presented.

**Role: Trainer**

**Teacher training in the Eastern Cape (2007-2008)**

The aim of this project was to train educators from special schools as well as school district officials on the use of augmentative and alternative communication in the classroom and curriculum adaptation. More than 100 participants were trained in 3 workshops each lasting 3-4 days.

**Role: Trainer, coordinator**

**Moloto Foster Parent Group (2004-2005)**

The aim of this project was to assist foster parents in a rural community outside Pretoria, to realise the supports that exist within their community. This was done using an asset-based approach, through a series of guided discussion. Through the project parents assessed their own support structures and suggested ways in which community support could be strengthened and enhanced.

**Role: Trainer**

**North West Province: From participation to communication (2003-2004)**

This training aimed at equipping teachers in the management principles of children with severe disabilities in the classroom. The topics included the following: Aided language stimulation for primary school children; Aided language stimulation for pre-school children and facilitating communication through the use of play activities for pre-school children.

**Role: Trainer**

**AAC parent support group (2003-2004)**

Monthly parent meetings at Nuwe Wending School for learners with intellectual impairment were facilitated. Parents and learners were exposed to basic AAC techniques and material was provided to make AAC aids. On occasion, outside experts were organized to advise parents on matters related to disability, e.g. tax exemptions.

**Role: Coordinator**

### 11.2 Professional service performed

- 2015 (June): Training Session: Implementation of graphic-symbol-based AAC systems in the classroom (Pretoria School for Learners with Cerebral Palsy)
- 2014 (November): Training session: Introduction to the GoTalkNow Plus application for use with children with limited speech in the classroom (Pretoria School for Learners with Cerebral Palsy)
- 2013 (June): Information session: Let's Talk: Encouraging your child's language development (Parent day at Hatfield Montessori Preschool, Pretoria)
- 2012 (October): Information session: Teaching graphic symbol combinations during shared storybook reading (Unica School for Learners with Autism, Pretoria)
- 2012 (May): Information session: AAC tips for the classroom (Teachers from LSEN schools attending the Disability Day at Medical Faculty, UP)
- 2011 (October): Information session: Introduction to AAC (Cape Recife School, Port Elizabeth)
- 2011 (19 June, 11 September) Wat is aanvullende en alternatiewe kommunikasie? Radio appearance: Leefwêreld van die gestremde, RSG.
- 2009 (August): Information Session: Visual aids for communication in children with pervasive developmental disorder (Asperger's Association, Pretoria)
- 2008: Information session: Communication Skills in Children with Down Syndrome (Down Syndrome Association Tshwane)
- 2006: Parent training workshop: Fostering communication skills through key word signing in children with Down Syndrome (Baby Therapy Centre, Pretoria)

### 11.3 Clinical service

#### **Consultation service through the Centre for Augmentative and Alternative Communication (Centre for AAC) (2000-2001; 2003-2005<sup>1</sup>; 2007- present)**

Co-ordinator of and consultant on the multi-professional team at the Centre for AAC who provides a service to families of people with little or no functional speech and their rehabilitation team. During such consultations, Centre for AAC staff collaborate with the individual, their family and their rehabilitation team to determine current communication strengths and challenges and provides training to significant others and professional team members on appropriate intervention strategies which will increase the client's communication competence.

***Role: Consultation co-ordinator and consultant functioning within a team of AAC specialists***

#### **Communication intervention for a young adult using augmentative and alternative communication (AAC) in preparation for testifying in court (2011-present)**

Sessions are conducted continuously with a young adult to teach the use of a high technology AAC device in order for the young adult to be able to act as a witness in a court case. This case is expected to set a legal precedent for use of AAC as an accepted means of communication in court.

### 11.4 Involvement with other universities/scientific institutions

1. External examiner for final year Speech Language Therapy /Audiology students, University of Limpopo (Medunsa). June and October 2007, 2008, and 2009: Written papers. July 2008: Oral examination. June 2013, 2014, 2015: Written paper.

<sup>1</sup> Although not on staff in 2005, I acted as an outside clinical consultant in 2005.

2. External examiner for honours thesis (R. Delpont), University of Stellenbosch, Speech and Language Department (October 2008).
3. External examiner for final year Speech Language Therapy /Audiology students, University of KwaZulu Natal. November 2014: Oral examination
4. External examiner for Master's dissertation (R. Jungbahadur), University of KwaZulu Natal, Speech and Language Department (April 2015).

### **11.5 Referee duties**

*(e.g. journals, dissertations/theses)*

Review of manuscript submitted to the American Journal of Speech-Language Pathology. October 2014.

Review of abstracts submitted for consideration for the 19<sup>th</sup> Biennial Conference of the International Society for Augmentative and Alternative Communication. December 2013.

Review of abstracts submitted for consideration for the Research Symposium at the 15<sup>th</sup> Biennial Conference of the International Society for Augmentative and Alternative Communication. April 2012.

Review of presentation abstracts submitted for consideration for the 2<sup>nd</sup> Regional African AAC Conference. April 2011.

Review of NRF funding application (Thuthuka Programme). January 2011.

## **AWARDS**

### **12.2 Research awards and prizes**

*Full details are required*

- 2013: Semantic Compaction Award for best research project in AAC
- 2011 Co-supervisor of student who received the Semantic Compaction System Student Award for the best Masters/doctoral research project in Augmentative and Alternative Communication.
- 2010: Runner-up for best student research presentation at the Clinical AAC Conference, Iowa City, Iowa, USA.
- 2000, 2001: NRF Honours Innovation Award
- 1998 AB Clemons Award for best final year research Project In Communication Pathology, granted by the South African Speech Language and Hearing Association

### **12.3 Teaching awards and prizes**

*Full details are required*

- 2013 Hamlet Foundation award: Outstanding contribution to the upliftment and quality of life of people with intellectual disability. (Part of the Centre for AAC team who won this award).
- 2003 National Science and Technology Forum Award: Best corporate over 10 years. (Part of the Centre for AAC team who won this award).
- 2004 T-Systems: Age of innovation and sustainability Award. (Part of the Centre for AAC team who won this Award).

## CV of Kerstin Monika Tönsing