ASHA Division 12, Augmentative and Alternative Communication (DAAC)

Resources for Professional Preparation

Dear Colleague:

Research suggests that many university Speech-Language Pathology and Special Education training programs are not adequately preparing students in the area of augmentative and alternative communication (AAC). A sub-committee of ASHA’s Division 12 (AAC) Education Committee has prepared this document with the goal of assisting in planning AAC curricular content for master’s degree training programs in Speech-Language Pathology and Special Education.

This document includes a list of current comprehensive textbooks and resource books on AAC, as well as a list of web sites related to AAC. It is organized in the following sections: 1) recent comprehensive AAC textbooks 2) overview of introductory AAC chapters in general textbooks organized by topic 3) reference books organized by topic; and 4) selected AAC web sites. This list is not exhaustive; however, it should be an excellent start for anyone who is looking for curriculum resources in AAC.

Division 12 would like to thank all of the individuals who worked on these resource projects over the years, including the following: Ann Ratcliff, Lynn Fox, Carole Zangari, Pat Dowden, Ellen Kravitz, Joanne Lasker, Gary Cumley.

If individuals would like to make comments regarding this AAC resource, please contact Gary Cumley at (715) 346-4699 or gcumley@uwsp.edu.

Comprehension AAC Textbooks


Overview of Introductory AAC Chapters in General Textbooks

Table of contents:
1. Acute Care and AAC Needs (ICU)
2. ALS and Other Progressive Neurogenic Diseases
3. Aphasia and Other Acquired Neurogenic Diseases
4. Assessment
5. Autism/Autism Spectrum Disorders
6. Cerebral Palsy and Other Congenital Neuromotor Diseases
7. Funding and Legal Issues
8. Inclusion and Other Educational Issues
9. Intervention Strategies
10. Literacy
11. Mental Retardation/Developmental Disabilities
12. Multicultural Issues
13. Problem Behavior
14. Public Schools
15. Symbols
16. Technology
17. Theory and Introduction/Overview
18. Traumatic Brain Injury

1. Acute Care and AAC Needs (ICU)
   Chapter 18 in Beukelman & Mirenda (2005)
   Chapter 6 in Dikeman (2003)
   Chapter 16 in Glennen & DeCoste (1997)
   Chapter 1 in Yorkston (1992)

2. ALS and Other Progressive Neurogenic Diseases
   Chapter 15 in Beukelman & Mirenda (2005)
   Chapters 7 and 8 in Beukelman, Yorkston, & Reichle (2000)
   Chapters 23 in Fried-Oken & Bersani (2000)
   Chapter 13 in Glennen & DeCoste (1997)
   Chapter 19 in Lloyd, Fuller, & Arvidson (1997)

3. Aphasia and Other Acquired Neurogenic Diseases
   Chapter 16 in Beukelman & Mirenda (2005)
   Chapters 10 and 11 in Beukelman, Yorkston, & Reichle (2000)
   Chapter 29 in Chapey (2001)
   Chapters 13 in Fried-Oken & Bersani (2000)
   Chapter 13 in Glennen & DeCoste (1997)
   Chapter 19 in Lloyd, Fuller, & Arvidson (1997)
   Chapter 4 in Yorkston (1992)

4. Assessment
   Chapters 5, 6, and 7 in Beukelman & Mirenda (2005)
   Chapters 5, 6, and 7 in Glennen & DeCoste (1997)
   Chapters 11, 12, 13, and 14 in Lloyd, Fuller, & Arvidson (1997)
   Chapter 5 in von Tetzchner & Martinsen (2000)
5. Autism/Autism Spectrum Disorders
   Chapter 9 in Beukelman & Mirenda (2005)
   Chapter 11 in Glennen & DeCoste (1997)
   Chapter 14 in Wetherby & Prizant (2000)

6. Cerebral Palsy and Other Congenital Neuromotor Diseases
   Chapters 7, 9 and 10 in Beukelman & Mirenda (2005)
   Chapters 10, 14, and 15 in Glennen & DeCoste (1997)
   Chapters 17 and 18 in Lloyd, Fuller, & Arvidson (1997)
   Chapters 3, 4, 6-9, 17, 19-27, 29, 30 in Fried-Oken & Bersani (2000)

7. Funding and Legal Issues
   Chapter 9 in Glennen & DeCoste (1997)
   Chapters 20 and 21 in Lloyd, Fuller, & Arvidson (1997)

8. Inclusion and Other Educational Issues
   Chapter 14 in Beukelman & Mirenda (2005)
   Chapters 2, 3, and 4 in Calculator & Jorgenson (1994)
   Chapter 15 in Glennen & DeCoste (1997)
   Chapters 1-7 in Johnson, Baumgart, Helmstetter, & Curry (1996)
   Chapter 18 in Lloyd, Fuller, & Arvidson (1997)

9. Intervention Strategies
   Chapter 8 in Beukelman & Mirenda (2005)
   Chapters 1-10 in Light and Binger (1998)
   Chapter 15 in Lloyd, Fuller, & Arvidson (1997)
   Chapters 7-12 in von Tetzchner, & Martinsen (2000)

10. Literacy
    Chapter 13 in Beukelman & Mirenda (2005)
     Chapter 8 in Glennen & DeCoste (1997)
     Chapter 23 in Lloyd, Fuller, & Arvidson (1997)

11. Mental Retardation/Developmental Disabilities
    Chapters 9 and 10 in Beukelman & Mirenda (2005)
    Chapter 12 in Glennen & DeCoste (1997)
    Chapter 18 in Lloyd, Fuller, & Arvidson (1997)
    Chapters 3-14 in Reichle, York, & Sigafoos (1991)
    Chapters 1-9 in Romski & Sevcik (1996)

12. Multicultural Issues
    Chapter 22 in Lloyd, Fuller, & Arvidson (1997)
    Chapter 25 in Loncke, Clibbens, Arvidson, & Lloyd (1999)

13. Problem Behavior
    Chapter 9 in Beukelman & Mirenda (2005)
    Chapter 24 in Lloyd, Fuller, & Arvidson (1997)

14. Public Schools
    Chapter 5 in Calculator & Jorgenson (1994)
    Chapter 11 in Dodge (2000)

15. Symbols
    Chapter 3 in Beukelman & Mirenda (2005)
    Chapter 4 in Glennen & DeCoste (1997)
Chapters 5-7 in Lloyd, Fuller, & Arvidson (1997)
Chapters 2, 4, and 15-19 in Loncke, Clibbens, Arvidson, & Lloyd (1999)
Chapter 2 in von Tetzchner & Martinsen (2000)

16. Technology
Chapter 3 in Glennen & DeCoste (1997)
Chapters 8-10 in Lloyd, Fuller, & Arvidson (1997)
Chapters 2, 4, 8-13 Lubinski & Higginbotham (1997)
Chapter 3 in von Tetzchner, & Martinsen (2000)

17. Theory and Introduction/Overview
Chapter 15, Anderson and Shames (2006)
Chapter 1 in Beukelman & Mirenda (2005)
Chapters 1 and 3 in Glennen & DeCoste (1997)
Chapters 1, 2, 3, and 4 in Lloyd, Fuller, & Arvidson (1997)

18. Traumatic Brain Injury
Chapters 18 in Beukelman & Mirenda (2005)
Chapter 9 in Beukelman, Yorkston, & Reichle (2000)
Chapters 13 and 16 in Glennen & DeCoste (1997)
Chapter 19 in Lloyd, Fuller, & Arvidson (1997)
Chapter 3 in Yorkston (1992)

Reference Books by Topic

Table of contents
1. Access
2. Acquired Communication Disorders
3. Aging
4. Communicative Competence
5. Developmental Communication Disorders
6. Implementation and Research
7. Literacy
8. Partner Education
9. Personal Accounts
10. Vocabulary and Symbol Sets

1. Access, Vocabulary Selection and Symbols

2. Acquired Communication Disorders


3. Aging


4. Communicative Competence


5. Developmental Communication Disorders


6. Implementation and Research


7. Literacy

8. Partner Education

9. Personal Accounts

10. Vocabulary and Symbol Sets


Web Sites by Topic

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2. Augmentative and Alternative Communication Information
3. Assistive Technology
4. Communication Aid Manufacturers
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7. Government and Regulatory Information
8. Internet and Web Accessibility
9. National Resources
10. Organizations
11. Research
12. Vocabulary and Symbol Sets
13. Vendors on the Web
14. Web Tools

1. **AAC-Related Associations/Organizations:**
   - American Speech and Hearing Association (ASHA)
     This page is user-friendly and available to the public. It is a good reference for those beginning to learn about AAC. This page provides general information about AAC, including information about putting together an AAC team and selecting a device. This page also includes links to a glossary of AAC terminology and choices to consider when selecting a device. There is a special AAC interest (Division 12) devoted to AAC interests.
   - Assistive Technology Industry Association
     The mission of ATIA is to serve as the collective voice of the Assistive Technology industry so that the best products and services are delivered to people with disabilities. ATIA represents the interests of its members to business, government, education, and the many agencies that serve people with disabilities.
   - International Society on Augmentative and Alternative Communication (ISAAC)
     [http://isaac-online.org](http://isaac-online.org)
     ISAAC is an international organization devoted to advancing augmentative and alternative communication (AAC). The mission of ISAAC is to improve communication and the quality of life for people with severe communication impairments. ISAAC does this by facilitating information exchange and focusing attention on work in the field. The ISAAC web site provides links to AAC resources, publications, events and conferences.
   - United States Society for Augmentative and Alternative Communication (USSAAC)
     [http://www.USSAAC.org](http://www.USSAAC.org)
     USSAAC is a national chapter of ISAAC devoted to advancing augmentative and alternative communication (AAC) in the United States. The mission is to improve communication and the quality of life for people with severe communication impairments by facilitating information exchange through its conferences, and a quarterly newsletter titled "Speak Up!"
     Contains information about USSAAC membership, volunteer opportunities, virtual meetings, and reports on recent conferences.
   - Rehabilitation Engineering and Assistive Technology Society of North America (RESNA)
     [http://www.resna.org](http://www.resna.org/
     RESNA is an interdisciplinary association of people with a common interest in technology and disability. Their purpose is to improve the potential of people with disabilities to achieve their goals through the use of technology. They serve that
purpose by promoting research, development, education, advocacy, and the provision of technology and by supporting the people engaged in these activities. There is an AAC special interest group.

**Association of Tech Act Projects**
http://www.ataporg.org/
Our mission is to collaborate with persons with disabilities and others at the national level to increase the availability and utilization of assistive technology devices and services for all individuals with disabilities in the United States and territories.

**Alliance for Technology Access**
http://www.ataccess.org/
The Alliance for Technology Access (ATA) is a network of community-based Resource Centers, Developers, Vendors and Associates dedicated to providing information and support services to children and adults with disabilities, and increasing their use of standard, assistive, and information technologies. ATA Members can be found all across the country. We hope that this web site will let you get to know us a little better, make use of our resources, contact one of our members and perhaps consider joining us in achieving our mission of "connecting children and adults with disabilities to technology tools."

2. **Communication Aid Manufacturers:** This is not an exhaustive list of manufacturers and many times the web addresses of manufacturers change. If you are not successful in using the links provided, it is suggested that you do a internet search for the manufacturer.

   - **AbleNet**
     http://www.ablenetinc.com
   - **Adaptivation**
     http://www.adaptivation.com
   - **Adaptive Switch Laboratories, Inc.**
     http://www.asl-inc.com
   - **AMDI**
     http://www.amdi.net
   - **Assitive Technology Inc.**
     http://www.assistivetech.com
   - **Aurora Systems Inc.**
     http://www.aurora-systems.com
   - **Crestwood Communication Aids**
http://www.communicationaids.com

DynaVox Systems
http://www.dynavoxsys.com

Electronic-Speech Enhancement, Inc.
http://www.speechenhancer.com

Enabling Devices
http://www.enablingdevices.com

The Great Talking Box Company
http://www.greattalkingbox.com

Gus Communications, Inc.
http://www.gusinc.com

IntelliTools
http://www.intellitools.com

LC Technologies, Inc.
http://www.eyegaze.com

Luminaud, Inc.
http://www.luminaud.com

Madentec
http://www.madentec.com

Mayer-Johnson, Inc.
http://www.mayer-johnson.com

Prentke-Romich Company
http://www.prentrom.com

RJ Cooper and Associates
http://www.rjcooper.com

Saltillo Corporation
http://www.saltillo.com

Slater Software Inc.
http://www.slatersoftware.com

Tash, Inc.
http://www.tashinc.com

Words+ Inc.
3. Education and Research Sites:

AAC-RERC
Augmentative and Alternative Communication-Rehabilitation Engineering Research Center on Communication Enhancement
http://www.aac-rerc.org
The AAC-RERC is dedicated to assisting individuals who use AAC by advancing and promoting AAC technologies and supporting the individuals that use, manufacture, and recommend them. The AAC-RERC is funded by the National Institute on Disability and Rehabilitation Research (NIDRR). The web site includes current information on Medicare Funding policies, research on improving AAC technologies for young children, and links to vendor web sites.

AACworld at Purdue
http://www.soe.purdue.edu/aac
In addition to information about augmentative and alternative communication (AAC) and assistive technology (AT) courses at Purdue, this website provides several types of resource material for researchers and practitioners including abstracts of master’s and doctoral theses, recent AAC research at Purdue, and links to other sites of potential value including the Assessment Research Center (including information about the electronic alternate assessment procedures developed at Purdue) and universities with which Purdue is currently collaborating, such as the Centre for Augmentative and Alternative Communication (CAAC) at the University of Pretoria, South Africa and the University of Cologne-Germany.

CSUN Center On Disability
http://www.csun.edu/cod/conf/index.htm
Includes research on assistive technology and its use with children and adults.

Closing the Gap
http://closingthegap.com/
This web site includes product information on new hardware and software and current issues involving AT and AAC. It also has links to newsletter articles and how to subscribe to the bi-monthly newsletter.

Communication Aids for Language and Learning (CALL) Centre, University of Edinburgh
http://callcentre.education.ed.ac.uk
The CALL Centre is a Scottish National Resource and Research Centre located within the University of Edinburgh’s Department of Equity Studies and Special Education, in the Faculty of Education.
The Kornreich Technology Center
http://www.kornreich.org
The Kornreich Technology Center is hosting a series of web-only programs on issues in augmentative/alternative communication (AAC). You can access these presentations from any internet-enabled computer. Watch and listen as experts in the field share their knowledge and experience on a wide range of topics. During each live webcast, viewers are encouraged to join in the discussion in the “chat room.”

Trace Research and Development Center
http://trace.wisc.edu
This web site provides information on all types of assistive technology including AAC. The comprehensive nature of the site provides students with the broad perspective they will need to work effectively with clients who require technology beyond a communication device. The front page is organized into four headings: New and Highlighted Items, Designing a More Useable World, Cooperative Electronic Library (Co-Net), and Publications and Media Catalog. The last two sections relate to AAC most directly. Co-Net includes information on products, people and services, publications and media, and also includes text documents. For the most up to date product information, the web site directs the user to the ABLEDATA web site.

University of Nebraska-Lincoln AAC Web Site
http://aac.unl.edu/
This site contains academic and clinical training information, as well as vendor information for people working with AAC. It also provides a variety of links to AAC and other speech-language pathology sites.

4. Funding:
Rehabilitation Engineering Research Center (RERC)
http://www.aac.rerc.org
The AAC-RERC is dedicated to assisting individuals who use AAC by advancing and promoting AAC technologies and supporting the individuals that use, manufacture, and recommend them. The AAC-RERC is funded by the National Institute on Disability and Rehabilitation Research (NIDRR). The web site includes current information on Medicare Funding policies, research on improving AAC technologies for young children, and links to vendor web sites.

5. Government and Regulatory Information:
Americans with Disabilities Act
http://www.usdoj.gov/crt/ada/adahom1.htm
Gives resources to individuals with disabilities, and links to other federal resources.

Other websites associated with Governmental and Regulatory Information
http://atto.buffalo.edu/registered/ATBasics/Foundation/intro/introATidea.php
http://www.nectac.org/topics/atech/overview.asp
http://www.fctd.info/resources/techlaws.php
http://www.nls.org/specedat.htm
6. Internet and Web Accessibility:

**APrompt**
http://aprompt.snow.utoronto.ca/

A-Prompt (Accessibility Prompt) is a software tool designed to improve the usability of HTML documents by evaluating Web pages for accessibility barriers and then providing developers with a fast and easy way to make the necessary repairs.

**Bobby**
Web based test for webpage accessibility
http://webxact.watchfire.com/

**Project HIIT**
http://www.dpa.org.sg/DF/

Gives websites for the Deaf and Hard of Hearing population.

**World Wide Web Accessibility Initiative**
http://www.w3.org/WAI/

WAI, in coordination with organizations around the world, pursues accessibility of the Web through five primary areas of work: technology, guidelines, tools, education and outreach, and research and development.

7. Miscellaneous Resources:

**AAC Intervention. Com**
http://www.aacintervention.com

AAC intervention.com is a web site that sells products to aid in making overlays for early intervention with AAC. It also provides information on how to begin using AAC with a non-speaking child. This web site has some unique features such as local and national presentation/conference dates and tips of the month.

**ABLEDATA**
www.abledata.com

ABLEDATA is a federally funded project whose primary mission is to provide information on assistive technology and rehabilitation equipment available from domestic and international sources to consumers, organizations, professionals, and caregivers within the United States. The site also includes links for resource centers, product information, and other AAC related web sites.

**CAST, Inc. (Center for Applied Special Technologies)**
http://www.cast.org

Expanding opportunities for all learners.

**Communication Independence for the Neurologically Impaired (CINI)**
http://www.cini.org

Founded by speech-language pathologists, people with ALS, and family members, CINI is the only non-profit organization solely devoted to improving quality of life for persons...
with ALS/MND (Lou Gehrig's Disease). The organization disseminates information about the communication technology that can help them. The web site includes pages on frequently asked questions, related sources and links, a glossary, publication, products, information on EyeLink, a low tech communication solution for people with ALS, a guide to manufacturers, and a chat room under construction.

Eskimo
www.eskimo.com/~jlubin/disabled.html
Excellent resources links for a wide variety of adaptive equipment, not just technology.

Internet Links/ORTC
www.oise.on.ca/webstuffotherprj/ORTC/netlinks.htm
A list of links for the rehabilitation community

LD OnLine
www.ldonline.org/ld_indepth/technology/technology.html
Resources for the LD population, including technology issues.

9. Personal Accounts
Enables
http://depts.washington.edu/enables
Demonstrating how Assistive Technology (AT) and Augmentative and Alternative Communication (AAC) Enable individuals with disabilities to participate in all aspects of life. It uses stories, photos, and video clips about people around the world who use AAC or AT, whether high-tech, low-tech or no technology at all. These vignettes demonstrate that technology is not the goal of intervention but a means to an end, enabling individuals to participate in life, from the routine to the spectacular.

10. Research:
Coalition of Rehabilitation Engineering Research Organizations
http://trace.wisc.edu/crero/ I didn’t even know about this!
The Coalition of Rehabilitation Engineering Research (CRERO) is an organization that has been formed to help promote research in the area of rehabilitation engineering (including assistive technology, universal design, job site modification, etc.). To educate about and demonstrate to the public, policy makers and legislators the potential and importance of Rehabilitation Engineering research and training outcomes related to the life goals of persons with disabilities.

National Institute on Disability and Rehabilitation Research (NIDRR)
http://www.ed.gov/about/offices/list/osers/nidrr/index.html
The mission of OSERS' National Institute on Disability and Rehabilitation Research (NIDRR) is to generate, disseminate and promote knowledge that will improve the lives of persons with disabilities in their communities. NIDRR conducts comprehensive and coordinated programs of research and related activities to assist in the achievement of the full inclusion, social integration, employment, and independent living of people with disabilities.

NIDRR Funded Rehabilitation Engineering Research Centers (RERC)
The National Institute on Disability and Rehabilitation Research (NIDRR) is a national leader in sponsoring research to help bring about this synthesis of scholarship, talent and practical life experience to an estimated 52 million Americans.

11. Vocabulary & Symbol Sets:
Symbols.Net
http://www.symbols.net/
Gives an array of symbols in different languages available for downloading.

ASL Dictionary
http://www.mastertech-home.com/ASLDict.html

Sign Systems
The S.E.E, Center
http://www.seecenter.org
The S.E.E. (Signing Exact English) for the Advancement of Deaf Children was established in 1984 as a nonprofit organization to work with parents and educators of hearing impaired children.

Vocabulary Selection & Symbol Sets
http://depts.washington.edu/augcomm/index.htm
Strategies for selecting the vocabulary and symbols for communication devices or low-tech displays. This is continuum that describes an individual's independence in expressive communication based on observable communication behaviors. This link takes you to a few slides from a presentation about this continuum at CSUN and USAAC in March, 2003