

Supporting Research for the Compass NavBar and Master Page Pagesets

From the Implementation Toolkit Articles-at-a-Glance:

Cafiero, J. M., (2001). The Effect of an Augmentative Communication Intervention on the Communication, Behavior, and Academic Program of an Adolescent with Autism. *Focus on Autism and Other Developmental Disabilities*, 16(3), 179-189.

Shane, H. C. & Albert, P.D. (2008). *Electronic screen media for persons with Autism Spectrum Disorders: Results of a survey*. *Journal of Autism and Developmental Disorders*, Online First, springerlink.metapress.com

Johnston, S., Nelson, C., Evan, J., Palazolo, K. (2003). The use of visual supports in teaching young children with autism spectrum disorder to initiate interactions. *Augmentative and Alternative Communication*, 19, 86-103.

Shane, H., C., (2006). Using Visual Scene Displays to Improve Communication and Communication Instruction in Persons with Autism Spectrum Disorders, *Perspectives on Augmentative and Alternative Communication*, 15(1), 7-13.

Perspectives on Augmentative and Alternative Communication, 2007, 16(2), 1-32.

Additional research to review:

Whiteboard:

Beukelman, D. R., & Mirenda, P. (2013). *Augmentative and alternative communication: Supporting children and adults with complex communication needs* (4th ed.). Baltimore: MD: Paul H. Brookes Publishing Co.

Simmons-Mackie, N., King, J., & Beukelman D., (2013) *Supporting communication for adults with acute and chronic aphasia*. Baltimore, MD: Paul H. Brookes Publishing Co., pp: 56, 71, 229, 294.

Lyon, J., G., (1995). Drawing: its value as a communication aid for adults with aphasia. *Aphasiology*, 9(1), 33-94.

Scripts:

Kara A. Reagon & Thomas S. Higbee. (2009) Parent-implemented script fading to promote play-based verbal initiations in children with autism. *Journal of Applied Behavior Analysis*, 42, 659-664.

Weiss, Harris (2001). *Teaching Social Skills to People with Autism*. *BEHAVIOR MODIFICATION*, Vol. 25 No. 5, October 2001 785-802.

Positive Behavior Supports:

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Brown, K. & Mirenda, P. (2006). Contingency mapping: Use of a novel visual strategy as an adjunct to functional equivalence training. *Journal of Positive Behaviour Interventions*, 8 (3), 155-164.

Carr, E. G., Horner, R. H., Turnbull, A. P., Marquis, J. G., McLaughlin, D. M., McAtee, M. L., Smith, C. E., Ryan, K. A., Ruef, M. B., Doolabh, A., & Braddock, D. (1999). *Positive behavior support for people with developmental disabilities: A research synthesis*. Washington, D.C.: American Association on Mental Retardation.

Heumann, J., & Warlick, K. (2001). *Prevention research & the IDEA discipline provisions: A guide for school administrators*. Available: www.ed.gov/offices/OSERS/OSEP/adminbeh.web.pdf.

Horner, R. H., Crone, D. A., & Stiller, B. (2001, March). *The role of school psychologists in establishing positive behavior support: Collaborating in systems change at the school-wide level*. *Communiqué*, 29(6), 10-12.

Skiba, R. J. (2000, August). *Zero tolerance, zero evidence: An analysis of school disciplinary practice*. (Policy Research Rep. No. SRS2).

Sugai, G., & Horner, R. (2001, June). School climate and discipline: Going to scale. *The National Summit on the Shared Implementation of IDEA*, Washington, D.C. Available at: www.ideainfo.org.

U.S. Department of Education. (2000). *Applying positive behavioral support in schools: Twenty-second Annual Report to Congress on the Implementation of the Individuals with Disability Act*. Washington, D.C.: Author.

Flat Navigation

Drager, K.D., Light, J.C., Speltz, J.C., Fallon, K.A., & Jeffries L.Z. (2003). The performance of typically developing 2 1/2-year-olds on dynamic display AAC technologies with different system layouts and language organizations. *Journal of Speech Language Hearing Research*, 46(2), 298-312.

Light, J., Drager, K., McCarthy, J., Mellott, S., Millar, D., Parrish, C., Parsons, A., Rhoads, M., Ward, M., & Welliver, M. (2004). *Performance of typically developing four and five year old children with AAC systems using different language organization techniques*. *Augmentative and Alternative Communication*, 20, 63-88.

Williams, D.L., Goldstein, G., & Minshew, N.J. (2006). *The profile of memory function in children with autism*. *Neuropsychology*, 20 (1), 21-29. Author manuscript - <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1847594/>