

Janice C Light

List of Publications by Year in descending order

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Version: 2024-02-01

137
papers

7,555
citations

38742

50
h-index

60623

81
g-index

137
all docs

137
docs citations

137
times ranked

1919
citing authors

#	ARTICLE	IF	CITATIONS
1	The effects of AAC video visual scene display technology on the communicative turns of preschoolers with autism spectrum disorder. <i>Assistive Technology</i> , 2022, 34, 577-587.	2.0	7
2	Exploration of multimodal alternative access for individuals with severe motor impairments: Proof of concept. <i>Assistive Technology</i> , 2022, 34, 674-683.	2.0	2
3	Supporting Peer Interactions for Students With Complex Communication Needs in Inclusive Settings: Paraeducator Roles. <i>Perspectives of the ASHA Special Interest Groups</i> , 2022, 7, 229-244.	0.8	3
4	The Effects of Shared e-Book Reading With Dynamic Text and Speech Output on the Single-Word Reading Skills of Young Children With Developmental Disabilities. <i>Language, Speech, and Hearing Services in Schools</i> , 2021, 52, 426-435.	1.6	4
5	Childâ€œParentâ€œProvider Interactions of a Child With Complex Communication Needs in an Inpatient Rehabilitation Facility: A Pilot Study. <i>American Journal of Speech-Language Pathology</i> , 2021, 30, 105-118.	1.8	5
6	Effects of a Literacy Feature in an Augmentative and Alternative Communication App on Single-Word Reading of Individuals with Severe Autism Spectrum Disorders. <i>Research and Practice for Persons With Severe Disabilities</i> , 2021, 46, 18-34.	1.4	8
7	Visual Attention to Cued Targets in Simulated Aided Augmentative and Alternative Communication Displays for Individuals With Intellectual and Developmental Disabilities. <i>Journal of Speech, Language, and Hearing Research</i> , 2021, 64, 1726-1738.	1.6	4
8	Personalized AAC Intervention to Increase Participation and Communication for a Young Adult With Down Syndrome. <i>Topics in Language Disorders</i> , 2021, 41, 232-248.	1.0	8
9	Personalized Early AAC Intervention to Build Language and Literacy Skills. <i>Topics in Language Disorders</i> , 2021, 41, 209-231.	1.0	11
10	â€œTwo Friends Spending Time Togetherâ€œ: The Impact of Video Visual Scene Displays on Peer Social Interaction for Adolescents With Autism Spectrum Disorder. <i>Language, Speech, and Hearing Services in Schools</i> , 2021, 52, 1095-1108.	1.6	9
11	Personalized AAC Intervention to Increase Participation and Communication for a Young Adult with Down Syndrome. <i>Topics in Language Disorders</i> , 2021, 41, 232-248.	1.0	2
12	Personalized Early AAC Intervention to Build Language and Literacy Skills: A Case Study of a 3-Year-Old with Complex Communication Needs. <i>Topics in Language Disorders</i> , 2021, 41, 209-231.	1.0	0
13	Effect of AAC technology with dynamic text on the single-word recognition of adults with intellectual and developmental disabilities. <i>International Journal of Speech-Language Pathology</i> , 2020, 22, 129-140.	1.2	10
14	Effects of an AAC App with Transition to Literacy Features on Single-Word Reading of Individuals with Complex Communication Needs. <i>Research and Practice for Persons With Severe Disabilities</i> , 2020, 45, 115-131.	1.4	10
15	Core vocabulary lists for young children and considerations for early language development: a narrative review. <i>AAC: Augmentative and Alternative Communication</i> , 2020, 36, 43-53.	1.4	36
16	Using AAC video visual scene displays to increase participation and communication within a volunteer activity for adolescents with complex communication needs. <i>AAC: Augmentative and Alternative Communication</i> , 2020, 36, 31-42.	1.4	22
17	The Effects of an Online Training on Preservice Speech-Language Pathologists' Use of Family-Centered Skills. <i>American Journal of Speech-Language Pathology</i> , 2020, 29, 1489-1504.	1.8	9
18	Video Visual Scene Displays With Dynamic Text: Effect on Single-Word Reading by an Adolescent With Cerebral Palsy. <i>Perspectives of the ASHA Special Interest Groups</i> , 2020, 5, 1272-1281.	0.8	10

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19	Preliminary investigation of visual attention to complex AAC visual scene displays in individuals with and without developmental disabilities. AAC: Augmentative and Alternative Communication, 2019, 35, 240-250.	1.4	14
20	New and emerging AAC technology supports for children with complex communication needs and their communication partners: State of the science and future research directions. AAC: Augmentative and Alternative Communication, 2019, 35, 26-41.	1.4	140
21	Designing effective AAC displays for individuals with developmental or acquired disabilities: State of the science and future research directions. AAC: Augmentative and Alternative Communication, 2019, 35, 42-55.	1.4	63
22	Challenges and opportunities in augmentative and alternative communication: Research and technology development to enhance communication and participation for individuals with complex communication needs. AAC: Augmentative and Alternative Communication, 2019, 35, 1-12.	1.4	88
23	Effect of Video Embedded with Hotspots with Dynamic Text on Single-Word Recognition by Children with Multiple Disabilities. Journal of Developmental and Physical Disabilities, 2019, 31, 727-740.	1.6	17
24	Building capacity in AAC: A person-centred approach to supporting participation by people with complex communication needs. AAC: Augmentative and Alternative Communication, 2019, 35, 56-68.	1.4	60
25	Programing AAC just-in-time for beginning communicators: the process. AAC: Augmentative and Alternative Communication, 2019, 35, 309-318.	1.4	14
26	Effect of an application with video visual scene displays on communication during play: pilot study of a child with autism spectrum disorder and a peer. AAC: Augmentative and Alternative Communication, 2019, 35, 299-308.	1.4	15
27	Digital Books with Dynamic Text and Speech Output: Effects on Sight Word Reading for Preschoolers with Autism Spectrum Disorder. Journal of Autism and Developmental Disorders, 2019, 49, 1193-1204.	2.7	16
28	Enhancing Independent Participation Within Vocational Activities for an Adolescent With ASD Using AAC Video Visual Scene Displays. Journal of Special Education Technology, 2019, 34, 120-132.	2.2	24
29	AAC technologies with visual scene displays and "just in time" programming and symbolic communication turns expressed by students with severe disability. Journal of Intellectual and Developmental Disability, 2019, 44, 321-336.	1.6	27
30	Effect of mobile technology featuring visual scene displays and just-in-time programming on communication turns by preadolescent and adolescent beginning communicators. International Journal of Speech-Language Pathology, 2019, 21, 201-211.	1.2	28
31	Providing Services to Individuals With Complex Communication Needs in the Inpatient Rehabilitation Setting: The Experiences and Perspectives of Speech-Language Pathologists. American Journal of Speech-Language Pathology, 2019, 28, 456-468.	1.8	14
32	Effects of dynamic text in an AAC app on sight word reading for individuals with autism spectrum disorder. AAC: Augmentative and Alternative Communication, 2018, 34, 143-154.	1.4	28
33	Promoting Peer Interaction for Preschool Children With Complex Communication Needs and Autism Spectrum Disorder. American Journal of Speech-Language Pathology, 2018, 27, 207-221.	1.8	45
34	Family-centered services for children with complex communication needs: the practices and beliefs of school-based speech-language pathologists. AAC: Augmentative and Alternative Communication, 2018, 34, 130-142.	1.4	28
35	Family-centered Services for Children with ASD and Limited Speech: The Experiences of Parents and Speech-language Pathologists. Journal of Autism and Developmental Disorders, 2018, 48, 1311-1324.	2.7	29
36	Effect of AAC partner training using video on peers'™ interpretation of the behaviors of presymbolic middle-schoolers with multiple disabilities*. AAC: Augmentative and Alternative Communication, 2018, 34, 301-310.	1.4	20

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37	The effects of explicit instruction in academic vocabulary during shared book reading on the receptive vocabulary of children with complex communication needs. <i>AAC: Augmentative and Alternative Communication</i> , 2018, 34, 288-300.	1.4	10
38	The effects of literacy interventions on single-word reading for individuals who use aided AAC: a systematic review. <i>AAC: Augmentative and Alternative Communication</i> , 2018, 34, 206-218.	1.4	21
39	Effects of Interventions That Include Aided Augmentative and Alternative Communication Input on the Communication of Individuals With Complex Communication Needs: A Meta-Analysis. <i>Journal of Speech, Language, and Hearing Research</i> , 2018, 61, 1743-1765.	1.6	81
40	“What Have You Been Doing?” Supporting Displaced Talk Through Augmentative and Alternative Communication Video Visual Scene Display Technology. <i>Perspectives of the ASHA Special Interest Groups</i> , 2018, 3, 123-135.	0.8	19
41	Social media experiences of adolescents and young adults with cerebral palsy who use augmentative and alternative communication. <i>International Journal of Speech-Language Pathology</i> , 2017, 19, 30-42.	1.2	22
42	Bridging the gap from values to actions: a family systems framework for family-centered AAC services. <i>AAC: Augmentative and Alternative Communication</i> , 2017, 33, 32-41.	1.4	67
43	Typical Toddlers' Participation in “Just-in-Time” Programming of Vocabulary for Visual Scene Display Augmentative and Alternative Communication Apps on Mobile Technology: A Descriptive Study. <i>American Journal of Speech-Language Pathology</i> , 2017, 26, 737-749.	1.8	24
44	Comparison of the effects of mobile technology AAC apps on programming visual scene displays. <i>AAC: Augmentative and Alternative Communication</i> , 2017, 33, 239-248.	1.4	20
45	Systematic review of AAC intervention research for adolescents and adults with autism spectrum disorder. <i>AAC: Augmentative and Alternative Communication</i> , 2017, 33, 201-212.	1.4	75
46	Using Digital Texts in Interactive Reading Activities for Children with Language Delays and Disorders: A Review of the Research Literature and Pilot Study. <i>Seminars in Speech and Language</i> , 2017, 38, 263-275.	0.8	12
47	Videos With Integrated AAC Visual Scene Displays to Enhance Participation in Community and Vocational Activities: Pilot Case Study With an Adolescent With Autism Spectrum Disorder. <i>Perspectives of the ASHA Special Interest Groups</i> , 2017, 2, 55-69.	0.8	15
48	Operational Demands of AAC Mobile Technology Applications on Programming Vocabulary and Engagement During Professional and Child Interactions. <i>AAC: Augmentative and Alternative Communication</i> , 2016, 32, 12-24.	1.4	45
49	Systematic Review of the Effects of Interventions to Promote Peer Interactions for Children who use Aided AAC. <i>AAC: Augmentative and Alternative Communication</i> , 2016, 32, 81-93.	1.4	64
50	Using the iPad to facilitate interaction between preschool children who use AAC and their peers. <i>AAC: Augmentative and Alternative Communication</i> , 2016, 32, 163-174.	1.4	38
51	Instruction in Letter-Sound Correspondences for Children With Autism and Limited Speech. <i>Topics in Early Childhood Special Education</i> , 2016, 36, 43-54.	2.2	15
52	“Social Media has Opened a World of ‘Open communication:’ experiences of Adults with Cerebral Palsy who use Augmentative and Alternative Communication and Social Media. <i>AAC: Augmentative and Alternative Communication</i> , 2016, 32, 25-40.	1.4	47
53	“My World Has Expanded Even Though I’m Stuck at Home” Experiences of Individuals With Amyotrophic Lateral Sclerosis Who Use Augmentative and Alternative Communication and Social Media. <i>American Journal of Speech-Language Pathology</i> , 2015, 24, 680-695.	1.8	54
54	What We Write about When We Write About AAC: The Past 30 Years of Research and Future Directions. <i>AAC: Augmentative and Alternative Communication</i> , 2015, 31, 261-270.	1.4	24

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55	Designing AAC Research and Intervention to Improve Outcomes for Individuals with Complex Communication Needs. AAC: Augmentative and Alternative Communication, 2015, 31, 85-96.	1.4	117
56	A comparison of two approaches for representing AAC vocabulary for young children. International Journal of Speech-Language Pathology, 2015, 17, 460-469.	1.2	15
57	From Basic to Applied Research to Improve Outcomes for Individuals Who Require Augmentative and Alternative Communication: Potential Contributions of Eye Tracking Research Methods. AAC: Augmentative and Alternative Communication, 2014, 30, 99-105.	1.4	27
58	Preliminary Study of Gaze Toward Humans in Photographs by Individuals with Autism, Down Syndrome, or Other Intellectual Disabilities: Implications for Design of Visual Scene Displays. AAC: Augmentative and Alternative Communication, 2014, 30, 130-146.	1.4	42
59	Communicative Competence for Individuals who require Augmentative and Alternative Communication: A New Definition for a New Era of Communication?. AAC: Augmentative and Alternative Communication, 2014, 30, 1-18.	1.4	266
60	The iPad and Mobile Technology Revolution: Benefits and Challenges for Individuals who require Augmentative and Alternative Communication. AAC: Augmentative and Alternative Communication, 2013, 29, 107-116.	1.4	332
61	Online Training for Paraeducators to Support the Communication of Young Children. Journal of Early Intervention, 2013, 35, 223-242.	1.6	41
62	Teaching Paraeducators to Support the Communication of Young Children With Complex Communication Needs. Topics in Early Childhood Special Education, 2013, 33, 91-101.	2.2	50
63	Putting People First: Re-Thinking the Role of Technology in Augmentative and Alternative Communication Intervention. AAC: Augmentative and Alternative Communication, 2013, 29, 299-309.	1.4	98
64	Factors Affecting Computer Mouse Use for Young Children: Implications for AAC. AAC: Augmentative and Alternative Communication, 2012, 28, 85-95.	1.4	7
65	Considerations for the Composition of Visual Scene Displays: Potential Contributions of Information from Visual and Cognitive Sciences. AAC: Augmentative and Alternative Communication, 2012, 28, 137-147.	1.4	71
66	The Changing Face of Augmentative and Alternative Communication: Past, Present, and Future Challenges. AAC: Augmentative and Alternative Communication, 2012, 28, 197-204.	1.4	160
67	Supporting the Communication, Language, and Literacy Development of Children with Complex Communication Needs: State of the Science and Future Research Priorities. Assistive Technology, 2012, 24, 34-44.	2.0	161
68	Preliminary Investigation of Visual Attention to Human Figures in Photographs: Potential Considerations for the Design of Aided AAC Visual Scene Displays. Journal of Speech, Language, and Hearing Research, 2011, 54, 1644-1657.	1.6	45
69	A Review of Preservice Training in Augmentative and Alternative Communication for Speech-Language Pathologists, Special Education Teachers, and Occupational Therapists. Assistive Technology, 2010, 22, 200-212.	2.0	79
70	A Comparison of the Performance of 5-year-old Children with Typical Development using Iconic Encoding in AAC Systems with and without Icon Prediction on a Fixed Display. AAC: Augmentative and Alternative Communication, 2010, 26, 12-20.	1.4	3
71	Effects of AAC interventions on communication and language for young children with complex communication needs. Journal of Pediatric Rehabilitation Medicine, 2010, 3, 303-310.	0.5	64
72	Effect of Seated Position on Upper-Extremity Access to Augmentative Communication for Children With Cerebral Palsy: Preliminary Investigation. American Journal of Occupational Therapy, 2010, 64, 596-604.	0.3	28

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73	AAC Technology Transfer: An AAC-RERC Report. AAC: Augmentative and Alternative Communication, 2009, 25, 68-76.	1.4	4
74	A systematic review of the effectiveness of nurse communication with patients with complex communication needs with a focus on the use of augmentative and alternative communication. Journal of Clinical Nursing, 2008, 17, 2102-2115.	3.0	152
75	The Morphology and Syntax of Individuals who use AAC: Research Review and Implications for Effective Practice. AAC: Augmentative and Alternative Communication, 2008, 24, 123-138.	1.4	74
76	Making a Difference: A Celebration of the 25th Anniversary of The International Society for Augmentative and Alternative Communication. AAC: Augmentative and Alternative Communication, 2008, 24, 175-193.	1.4	2
77	“I have chosen to live life abundantly” Perceptions of leisure by adults who use Augmentative and Alternative Communication. AAC: Augmentative and Alternative Communication, 2008, 24, 16-28.	1.4	67
78	“A child needs to be given a chance to succeed” Parents of individuals who use AAC describe the benefits and challenges of learning AAC technologies. AAC: Augmentative and Alternative Communication, 2008, 24, 43-55.	1.4	118
79	Evidence-Based Literacy Instruction for Individuals Who Require Augmentative and Alternative Communication: A Case Study of a Student with Multiple Disabilities. Seminars in Speech and Language, 2008, 29, 120-132.	0.8	44
80	Long-term outcomes for individuals who use augmentative and alternative communication: Part II “communicative interaction. AAC: Augmentative and Alternative Communication, 2007, 23, 1-15.	1.4	55
81	The effects of internet-based instruction on the social problem solving of young adults who use augmentative and alternative communication. AAC: Augmentative and Alternative Communication, 2007, 23, 100-112.	1.4	9
82	Long-term outcomes for individuals who use augmentative and alternative communication: Part III “contributing factors. AAC: Augmentative and Alternative Communication, 2007, 23, 323-335.	1.4	93
83	Children's ideas for the design of AAC assistive technologies for young children with complex communication needs. AAC: Augmentative and Alternative Communication, 2007, 23, 274-287.	1.4	55
84	The effect of aided AAC modeling on the expression of multi-symbol messages by preschoolers who use AAC. AAC: Augmentative and Alternative Communication, 2007, 23, 30-43.	1.4	144
85	The AAC Mentor Project: Web-based instruction in sociorelational skills and collaborative problem solving for adults who use augmentative and alternative communication. AAC: Augmentative and Alternative Communication, 2007, 23, 56-75.	1.4	23
86	AAC technologies for young children with complex communication needs: State of the science and future research directions. AAC: Augmentative and Alternative Communication, 2007, 23, 204-216.	1.4	218
87	Re-designing scanning to reduce learning demands: The performance of typically developing 2-year-olds. AAC: Augmentative and Alternative Communication, 2006, 22, 269-283.	1.4	49
88	Designing Dynamic Display AAC Systems for Young Children With Complex Communication Needs. Perspectives on Augmentative and Alternative Communication, 2006, 15, 3-7.	0.2	5
89	Demographics of Preschoolers Who Require AAC. Language, Speech, and Hearing Services in Schools, 2006, 37, 200-208.	1.6	73
90	Long-term outcomes for individuals who use augmentative and alternative communication: Part I “what is a “good” outcome?. AAC: Augmentative and Alternative Communication, 2006, 22, 284-299.	1.4	62

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91	The Impact of Augmentative and Alternative Communication Intervention on the Speech Production of Individuals With Developmental Disabilities: A Research Review. <i>Journal of Speech, Language, and Hearing Research</i> , 2006, 49, 248-264.	1.6	323
92	Attitudes toward Individuals Who Use Augmentative and Alternative Communication: Research Review. <i>AAC: Augmentative and Alternative Communication</i> , 2005, 21, 41-55.	1.4	60
93	Re-thinking Access to AAC Technologies for Young Children: Simplifying the Learning Demands. <i>Perspectives on Augmentative and Alternative Communication</i> , 2004, 13, 5-12.	0.2	4
94	Learning of Dynamic Display AAC Technologies by Typically Developing 3-Year-Olds. <i>Journal of Speech, Language, and Hearing Research</i> , 2004, 47, 1133-1148.	1.6	73
95	Enhancing the Appeal of AAC Technologies for Young Children: Lessons from the Toy Manufacturers. <i>AAC: Augmentative and Alternative Communication</i> , 2004, 20, 137-149.	1.4	43
96	The Effect of Direct Instruction and Writer's Workshop on the Early Writing Skills of Children Who Use Augmentative and Alternative Communication. <i>AAC: Augmentative and Alternative Communication</i> , 2004, 20, 164-178.	1.4	30
97	Performance of Typically Developing Four- and Five-Year-Old Children with AAC Systems using Different Language Organization Techniques. <i>AAC: Augmentative and Alternative Communication</i> , 2004, 20, 63-88.	1.4	77
98	The Effects of Direct Instruction on the Single-Word Reading Skills of Children Who Require Augmentative and Alternative Communication. <i>Journal of Speech, Language, and Hearing Research</i> , 2004, 47, 1424-1439.	1.6	50
99	The Performance of Typically Developing 2½-Year-Olds on Dynamic Display AAC Technologies With Different System Layouts and Language Organizations. <i>Journal of Speech, Language, and Hearing Research</i> , 2003, 46, 298-312.	1.6	103
100	The Semantic Organization Patterns of Young Children: Implications for Augmentative and Alternative Communication. <i>AAC: Augmentative and Alternative Communication</i> , 2003, 19, 74-85.	1.4	40
101	Opening Up a "Whole New World": Employer and Co-Worker Perspectives on Working with Individuals who use Augmentative and Alternative Communication. <i>AAC: Augmentative and Alternative Communication</i> , 2003, 19, 235-253.	1.4	27
102	General Education Teachers' Experiences with Inclusion of Students who use Augmentative and Alternative Communication. <i>AAC: Augmentative and Alternative Communication</i> , 2003, 19, 104-124.	1.4	84
103	The Effectiveness of Grammar Instruction for Individuals Who Use Augmentative and Alternative Communication Systems. <i>Journal of Speech, Language, and Hearing Research</i> , 2003, 46, 1110-1123.	1.6	15
104	"Getting your wheel in the door": successful full-time employment experiences of individuals with cerebral palsy who use Augmentative and Alternative Communication. <i>AAC: Augmentative and Alternative Communication</i> , 2002, 18, 59-76.	1.4	106
105	Improving the Design of Augmentative and Alternative Technologies for Young Children. <i>Assistive Technology</i> , 2002, 14, 17-32.	2.0	59
106	Representational Strategies. <i>Perspectives on Augmentative and Alternative Communication</i> , 2002, 11, 20-21.	0.2	0
107	System Appeal/Attitudes. <i>Perspectives on Augmentative and Alternative Communication</i> , 2002, 11, 21-23.	0.2	0
108	Enhancing Vocabulary Selection for Preschoolers Who Require Augmentative and Alternative Communication (AAC). <i>American Journal of Speech-Language Pathology</i> , 2001, 10, 81-94.	1.8	48

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109	â€œDon't give upâ€: Employment experiences of individuals with amyotrophic lateral sclerosis who use augmentative and alternative communication. AAC: Augmentative and Alternative Communication, 2001, 17, 179-195.	1.4	45
110	"Don't give up": Employment experiences of individuals with amyotrophic lateral sclerosis who use augmentative and alternative communication. AAC: Augmentative and Alternative Communication, 2001, 17, 179-195.	1.4	31
111	Instructional effectiveness of an integrated theater arts program for children using augmentative and alternative communication and their nondisabled peers: Preliminary study. AAC: Augmentative and Alternative Communication, 2001, 17, 88-98.	1.4	2
112	Use of electronic communication to develop Mentor-ProtÃ©gÃ© relationships between adolescent and adult AAC users: Pilot study. AAC: Augmentative and Alternative Communication, 2000, 16, 227-238.	1.4	52
113	Do augmentative and alternative communication interventions really make a difference?: the challenges of efficacy research. AAC: Augmentative and Alternative Communication, 1999, 15, 13-24.	1.4	43
114	Teaching Partner-Focused Questions to Individuals Who Use Augmentative and Alternative Communication to Enhance Their Communicative Competence. Journal of Speech, Language, and Hearing Research, 1999, 42, 241-255.	1.6	49
115	Augmentative and alternative communication to support receptive and expressive communication for people with autism. Journal of Communication Disorders, 1998, 31, 153-180.	1.5	99
116	â€œCommunication is the essence of human lifeâ€: reflections on communicative competence. AAC: Augmentative and Alternative Communication, 1997, 13, 61-70.	1.4	88
117	â€œLet's go star fishingâ€: reflections on the contexts of language learning for children who use aided AAC. AAC: Augmentative and Alternative Communication, 1997, 13, 158-171.	1.4	124
118	Community-based employment: experiences of adults who use AAC. AAC: Augmentative and Alternative Communication, 1996, 12, 215-229.	1.4	58
119	Story Reading interactions between preschoolers who use AAC and their mothers. AAC: Augmentative and Alternative Communication, 1994, 10, 255-268.	1.4	89
120	Home literacy experiences of preschoolers who use AAC systems and of their nondisabled peers. AAC: Augmentative and Alternative Communication, 1993, 9, 10-25.	1.4	135
121	Teaching Automatic Linear Scanning for Computer Access: A Case Study of a Preschooler with Severe Physical and Communication Disabilities. Journal of Special Education Technology, 1993, 12, 125-134.	2.2	14
122	Instructing Facilitators to Support the Communication of People Who Use Augmentative Communication Systems. Journal of Speech, Language, and Hearing Research, 1992, 35, 865-875.	1.6	58
123	Message-Encoding Techniques for Augmentative Communication Systems. Journal of Speech, Language, and Hearing Research, 1992, 35, 853-864.	1.6	16
124	Cognitive science and augmentative and alternative communication. AAC: Augmentative and Alternative Communication, 1991, 7, 186-203.	1.4	76
125	Further message encoding research: response to Williams (1991). AAC: Augmentative and Alternative Communication, 1991, 7, 134-135.	1.4	1
126	Developing a research base for understanding the demands of message encoding techniques: a response to Bray and Goossens' (1991). AAC: Augmentative and Alternative Communication, 1991, 7, 293-294.	1.4	0

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127	The effects of message encoding techniques on recall by literate adults using AAC systems. AAC: Augmentative and Alternative Communication, 1990, 6, 184-201.	1.4	46
128	The ISAAC research committee. AAC: Augmentative and Alternative Communication, 1990, 6, 76-77.	1.4	0
129	The form and use of written communication produced by physically disabled individuals using microcomputers. AAC: Augmentative and Alternative Communication, 1989, 5, 115-124.	1.4	41
130	Toward a definition of communicative competence for individuals using augmentative and alternative communication systems. AAC: Augmentative and Alternative Communication, 1989, 5, 137-144.	1.4	297
131	Teaching facilitators to support the communication skills of an adult with severe cognitive disabilities: a case study. AAC: Augmentative and Alternative Communication, 1989, 5, 35-41.	1.4	51
132	Interaction involving individuals using augmentative and alternative communication systems: State of the art and future directions. AAC: Augmentative and Alternative Communication, 1988, 4, 66-82.	1.4	244
133	Transition through multiple augmentative and alternative communication systems: A three-year case study of a head injured adolescent. AAC: Augmentative and Alternative Communication, 1988, 4, 2-14.	1.4	50
134	Communicative interaction between young nonspeaking physically disabled children and their primary caregivers: Part I—discourse patterns. AAC: Augmentative and Alternative Communication, 1985, 1, 74-83.	1.4	175
135	Communicative interaction between young nonspeaking physically disabled children and their primary caregivers: Part II—communicative function. AAC: Augmentative and Alternative Communication, 1985, 1, 98-107.	1.4	111
136	Communicative interaction between young nonspeaking physically disabled children and their primary caregivers: Part III—modes of communication. AAC: Augmentative and Alternative Communication, 1985, 1, 125-133.	1.4	82
137	Lessons for the AAC field: a tribute to Dr. David Beukelman. AAC: Augmentative and Alternative Communication, 0, , 1-5.	1.4	0