

Millar, Light & Schlosser (2006) reviewed previously published studies that, among other criteria, presented data on “speech production before, during and after AAC intervention.” This review revealed that participants demonstrated the following: - Increases in speech production—89% - No change in speech production—11% - Decreases in speech production—0%

- Millar, D., Light, J., & Schlosser, R. (2006). The impact of augmentative and alternative communication intervention on the speech production of individuals with developmental disabilities: A research review. *Journal of Speech, Language and Hearing Research*, 49, 248-264.

Schlosser & Wendt (2008) reviewed previously published studies describing the “effects of AAC on speech production in children with autism or pervasive developmental disorder-not otherwise specified.” They reported that a majority of studies revealed increases in speech production and “none...reported a decline.”

- Schlosser, R., & Wendt, O., (2008). Effects of augmentative and alternative communication intervention on speech production in children with autism: A systematic review. *American Journal of Speech-Language Pathology*, 17, 212-230.

Blischak, Lombardino, and Dyson found that voice output provides a model for speech output to the AAC user.

- Blischak, D., Lombardino, L., & Dyson, A. (2003). Use of speech-generating devices: in support of natural speech. *Augmentative and Alternative Communication*, 19:1, 29 — 35.

Kangas & Lloyd (1988) reviewed a variety of early language studies and found: • Cognitive development and the emergence of speech and language are related. Their relationship, however, was not causal (i.e., cognitive development did not lead to the emergence of speech). • At times, language skills appeared before the expected cognitive skills had been developed. These statements alone cast considerable doubt on our choice to withhold or delay provision of AAC on the basis that certain cognitive skills must appear first. Kangas & Lloyd continue by noting that “communication experience can also be a vehicle for expanding cognitive skills.”

- Kangas, K., & Lloyd, L. (1988). Early cognitive skills as prerequisites to augmentative and alternative communication use: What are we waiting for? *Augmentative and Alternative Communication*, 4 (4), 211-221.

Light (1996) proposes four purposes of communication: • Wants and Needs—Includes basic needs • Information Transfer—Sharing information (e.g., how to change a tire, directions to one’s home, answering questions in school, directions to a co-worker or caregiver). • Social Etiquette—Socially-accepted greetings, closings, and polite words and phrases (e.g., thank you, please, you’re welcome). • Social Closeness—Messages that facilitate initiation, maintenance, and deepening of social relationships (e.g., stories, asking questions, compliments, feedback).

- Light, J. (1996). Communication is the essence of human life. *Augmentative and Alternative Communication*, 13, 61-70.