

REFERENCES

Aitchison, J. (1994). Words in the mind: An introduction to the mental lexicon (2nd). Oxford: Blackwell.

Alant, E. (1996). Augmentative and alternative communication in developing countries: Challenges of the future. *Augmentative and Alternative Communication*, 12(1), 1 - 12.

Allwood, J. (1999). Semantics as meaning determination with semantic-epistemic operations. In J. Allwood & P. Gärdenfors (Eds.), *Cognitive semantics: Meaning and cognition* (pp. 1 - 25). Philadelphia, PA: John Benjamins.

Allwood, J. & Gärdenfors, P. (Eds.). (1999). Cognitive semantics: Meaning and cognition. Philadelphia, PA: John Benjamins.

American Speech-Language-Hearing Association. (1991). Report: Augmentative and alternative communication. *ASHA*, 33 (supplement 5), 9 - 12.

American Speech-Language-Hearing Association. (1989). Competencies for speech-language pathologists providing services in augmentative communication. *ASHA*, 31(2), 107 - 110.

Bailey, B. & Downing, J. (1994). Using visual accents to enhance attending to communication symbols for students with severe multiple disabilities. *RE:view*, 26(3), 101 - 118.

Baker, B. (1982). MinspeakTM: A semantic compaction system that makes self-expression easier for communicatively disabled individuals. *Byte*, 7, 186 - 202.

Baker, B. (1985). The use of words and phrases on a MinspeakTM communication system. *Communication Outlook*, 7(1), 8 - 10.



Baker, B. (1986). Using images to generate speech. Byte, 11, 160 - 168.

Baker, B. & Barry, R. (1990). A mathematical model of MinspeakTM. *Proceedings of 2nd Annual European MinspeakTM Conference*. Mansfield, England.

Baker, B. & Nyberg, E. (1990). Semantic compaction: A basic technology for artificial intelligence in AAC. *Proceedings of 4th Annual MinspeakTM Conference*. St. Louis, Missouri.

Baker, B., Schwartz, P.J. & Conti, R.V. (1990). MinspeakTM models and semantic relationships. *Proceedings of 5th Annual MinspeakTM Conference*. Seattle, WA.

Beck, A.R. & Fritz, H. (1998). Can people who have aphasia learn iconic codes? *Augmentative and Alternative Communication*, 14(3), 184 - 196.

Bedrosian, J. (1997). Language acquisition in young AAC system users: Issues and directions for future research. *Augmentative and Alternative Communication*, 13(2), 179 - 185.

Beukelman, D.R. & Mirenda, P. (1992). Augmentative and alternative communication: Management of severe communication disorders in children and adults. Baltimore: Paul H. Brookes.

Beukelman, D.R. & Mirenda, P. (1998). Augmentative and alternative communication: Management of severe communication disorders in children and adults (2nd). Baltimore: Paul H. Brookes.

Beukelman, D.R. & Yorkston, K. (1984). Computer enhancement of message formulation and presentation for communication augmentation system users. *Seminars in Speech and Language*, 5(1), 1 - 10.

Blackstone, S. (1993). Cultural sensitivity and AAC services. *Augmentative Communication News*, 6(2), 3 - 5.



Bloomberg, K., Karlan, G. & Lloyd, L. (1990). The comparative translucency of initial lexical items represented by five graphic symbol systems and sets. *Journal of Speech and Hearing Research*, 33(4), 717 - 725.

Braun, U. & Stuckenschneider-Braun, M. (1990). Adapting "Words Strategy" to the German culture and language. *Augmentative and Alternative Communication*, 6(2), 115.

Bruno, J. (1989). Customizing a MinspeakTM system for a preliterate child: A case example. *Augmentative and Alternative Communication*, 5(2), 89 - 100.

Bruno, J. & Goehl, H. (1991). Comparison of picture and word association performance in adults and preliterate children. *Augmentative and Alternative Communication*, 7(2), 70 - 79.

Burd, L., Hammes, K., Bornhoeft, D. & Fisher, W. (1988). A North-Dakota prevalence study of nonverbal school-age children. *Language, Speech, and Hearing Services in Schools*, 19(4), 371 - 373.

Cann, R. (1993). Formal semantics: An introduction. Cambridge: Cambridge University Press.

Chaney, C. (1990). Evaluating the whole language approach to language arts: The pros and cons. *Language, Speech, and Hearing Services in Schools*, 21(3), 244 - 249.

Chi, M.T.H. (1985). Changing conception of sources of memory development. *Human Development*, 28(1), 50 - 56.

Collins, J.J. (1975). Anthropology: Culture, society and evolution. New Jersey: Prentice Hall.

Cook, A.M. & Hussey, S.M. (1995). Assistive technologies: Principles and practice. St. Louis: Mosby.

Deegan, S. (1993). Minspeak: A powerful encoding technique. *Communicating Together*, 11(2), 22 - 23.



Denzin, N.K. & Lincoln, Y.S. (Eds.). (2000). *Handbook of qualitative research* (2nd). Thousand Oaks, California: Sage.

De Saussure, F. (1966). Course in General Linguistics. New York: McGraw-Hill.

Egof, D. (1988). Coding communication devices: The effects of symbol set selection and code origin on the recall of utterances. Paper presented at the 3rd Annual Council for Exceptional Children Conference. Baltimore.

Elder, P. & Goossens, C. (1989). Semantic compaction competency in normally developing preschool and school-aged children. *roceedings of 3rd Annual MinspeakTM Conference*, St. Louis, Missouri.

Elder, P., Goossens', C. & Bray, N. (1989). *Semantic compaction proficiency profile*. Birmingham, AL: Southeast Augmentative Communication Conference Publications.

Ellis, A. & Beattie, G. (1986). *The psychology of language and communication*. London: Weidenfeld & Nicholson.

Erickson, K.A. & Baker, B. (1996). Teaching a pictorial language system to enhance emerging literacy skills. *Proceedings of 17th Annual Southeast Augmentative Communication Conference*. Birmingham, Alabama.

Foulds, R. (1987). Guest editorial. Augmentative and Alternative Communication, 3(3), 169.

Foulds, R. (1980). Communication rates for non-speech expression as a function of manual tasks and linguistic constraints. *Proceedings of the International Conference on Rehabilitation Engineering*. Toronto, Canada.

Glennen, S. (1997). Augmentative and alternative communication assessment strategies. In S.L. Glennen & D. DeCoste (Eds.), *The handbook of augmentative and alternative communication* (pp. 149 - 192). San Diego: Singular Publishing Group.



Goddard, C. & Wierzbicka, A. (Eds.). (1994). Semantic and lexical universals. Philadelphia, PA: John Benjamins.

Goldman-Eisler, F. (1986). Cycle linguistics: Experiments in spontaneous speech. New York: Academic Press.

Goossens' C. & Crain, S. (1986). Augmentative communication: Intervention resource. Wauconda, IL: Don Johnston.

Goossens' C. & Crain, S. (1987). Overview of nonelectronic eye-gaze communication techniques. *Augmentative and Alternative Communication*, 3(2), 77 - 89.

Grandy, R.E. (1987). In defense of semantic fields. In E. Le Pore (Ed.). *New directions in semantics* (pp. 259 - 280). San Diego: Academic Press.

Grandy, R.E. (1992). Semantic fields, prototypes and the lexicon. In A. Lehrer & E.F. Kittay (Eds.). *Frames, fields and contrasts: New essays in semantic and lexical organization*. Hillsdale, New Jersey: Lawrence Erlbaum Associates.

Herskovits, M. (1970). Man and his works. New York: Alfred A. Knopf.

Hertel, P., Anooshian, L. & Ashbrook, P. (1986). The accuracy of beliefs about retrieval cues. *Memory and Cognition*, 14, 265 - 269.

Hetzroni, O.E. & Harris, O.L. (1996). Cultural aspects in the development of AAC users. Augmentative and Alternative Communication, 12(1), 52 - 58.

Higginbotham, D. (1992). Evaluation of keystroke savings across five assistive communication technologies. *Augmentative and Alternative Communication*, 8(4), 258 - 272.

Huer, M.B. (2000). Examining perceptions of graphic symbols across cultures: Preliminary study of the impact of culture/ethnicity. *Augmentative and Alternative Communication*, 16(3), 180 - 185.



Jackendoff, R. (1991). Semantic structures. Cambridge, Massachusetts: MIT Press.

Kittay, C.F. (1987). *Metaphor: Its cognitive and linguistic structure*. Oxford: Clarendon Press.

Klein, G. (1985). Reading into racism: Bias in children's literature and learning materials. London: Routledge & Kegan Paul.

Kraat, A. (1984). Communication interaction between aided users and natural speakers - An international perspective. *Proceedings of the 2nd International Conference on Rehabilitation Engineering*. Ottawa, Canada.

Lakoff, G. & Johnson, M. (1980). Woman, fire and dangerous things: What categories reveal about the mind. Chicago: The University of Chicago Press.

Lappin, S. (Ed.). (1997). The handbook of contemporary semantic theory. Oxford:

Larson, R. & Segal, G. (1995). *Knowledge of meaning: An introduction to semantic theory*. Cambridge, MA: MIT Press.

Le Pore, E. (Ed.). (1987). New directions in semantics. San Diego: Academic Press.

Lehrer, A. (1974). Semantic fields and lexical structure. Amsterdam: North Holland.

Lehrer, A. & Kittay, E.F. (Eds.). (1992). Frames, fields and contrasts: New essays in semantic and lexical organization. Hillsdale, New Jersey: Lawrence Erlbaum Associates.

Levelt, W.J.M. (1993). Speaking: From intention to articulation. Cambridge, MA: MIT Press.

Levelt, W.J.M. (1995). What can a theory of normal speaking contribute to AAC? In *Proceedings of the ISAAC 1994 Conference* (pp. 18 - 20). Hoensbroek, The Netherlands:



Institute for Research, Development and Knowledge Transfer in the Fields of Rehabilitation and Handicap.

Light, J. (1988). Interaction involving individuals using augmentative and alternative communication systems: State of the art and future directions for research. *Augmentative and Alternative Communication*, 4(1), 66 - 82.

Light, J. (1989). Toward a definition of communicative competence for individuals using augmentative and alternative communication systems. *Augmentative and Alternative Communication*, 5(2), 137 - 144.

Light, J. & Lindsay, P. (1992). Message-encoding techniques of augmentative communication systems: The recall performances of adults with severe speech impairment. Journal of Speech and Hearing Research, 35, 853 - 864.

Light, J., Lindsay, P., Siegel, L. & Parnes, P. (1990). The effects of message encoding techniques on recall by literate adults using AAC systems. *Augmentative and Alternative Communication*, 6(3), 184 - 201.

Lloyd, L.L., Fuller, D.R. & Arvidson, H.H. (1997). Augmentative and alternative communication: A handbook of principles and practices. Boston: Allyn and Bacon.

Louw, D.A. (1990). Menslike ontwikkeling (2nd). Pretoria, South Africa: HAUM-Tersiêr.

Luftig, R.L. (1983) Variables influencing the learnability of individual signs and sign lexicons: A review. *Journal of Psycholinguistic Research*, 72, 361 - 376.

Luftig, R.L. & Bersani, H.A. (1985). An investigation of two variables influencing Blissymbol learnability with nonhandicapped adults. *Augmentative and Alternative Communication*, 1(1), 32 - 37.

Lyons, J. (1976). Semantics. Cambridge: Cambridge University Press.



Mantyla, T. (1986). Optimizing cue effectiveness: Recall of 500 and 600 incidentally learned words. *Journal of Experimental Psychology: Learning, Memory and Cognition*, 12, 66 - 71.

McBurney, W.L. (1997). Research methods (2nd). Pacific Grove, California: Brooks and Cole.

McNaughton, S. & Lindsay, P. (1995). Approaching literacy with AAC graphics. Augmentative and Alternative Communication, 11(4), 212 - 218.

McReynolds, L.V. & Kearns, K.P. (1983). Single-subject experimental designs in communicative disorders. Baltimore: University Park Press.

Meyers, L.F. (1993). Meaning comes first: A natural process for learning Minspeak TM. Keynote address at Minspeak Conference, Birmingham.

Musselwhite, D.R. & St. Louis, K.W. (1988). Communication programming for persons with severe handicaps: Vocal and augmentative strategies (2nd). San Diego, CA: College-Hill Press.

Nelson, K. (1977). Syntagmatic-paradigmatic shift. Psychological Bulletin, 84(1), 93 - 116.

Neuman, W.L. (1997). Social research methods: Qualitative and quantitative approaches (2nd). Boston: Allyn & Bacon.

Nida, E.A. (1975). Componential analysis of meaning. The Hague: Mouton.

Nyberg, E. (1991). Some notes on Minspeak, language, and language development. *Communicating Together*, 11(1), 19 - 22.

Oxley, J.D. & Norris, J.A. (2000). Children's use of memory strategies: Relevance to voice output communication aid use. *Augmentative and Alternative Communication*, 16(2), 79 - 93.



Paivio, A. (1986). Mental representations: A dual-coding approach. New York: Oxford University Press.

Palermo, D. (1971). Characteristics of word association responses obtained from children in grades one through four. *Developmental Psychology*, 5, 118 - 123.

Petry, S. (1977). Word associations and the development of lexical memory. *Cognition*, 5(1), 57 - 71.

Pollio, H. (1964). Some semantic relations among word associates. *American Journal of Psychology*, 67(3), 199 - 208.

Poole, M. (1979). Social class, sex, and linguistic coding. Language and Speech, 22(1), 49 - 67.

Prentke Romich Company. (1998). Look who's really talking (CD-ROM). Wooster, OH: Prenke Romich Company.

Putnam, H. (1988). Representation and reality. Cambridge, MA: MIT Press.

Quist, R.W. & L.L. Lloyd (1997). Principles and uses of technology. In L.L. Lloyd, D.R. Fuller & H.H. Arvidson. *Augmentative and alternative communication: A handbook of principles and practices* (pp. 107 - 126). Boston: Allyn and Bacon.

Rabinowitz, M. & Glaser, R. (1985). Cognitive structure and process in highly competent performance. In F.D. Horowitz & M. O'Brien (Eds.), *The gifted and talented:* Developmental perspectives (pp. 75 - 98). Washington, DC: American Psychological Association.

Rosch, E. (1973). On the internal structure of perceptual and semantic categories. In T.M. Moore (Ed.), *Cognitive development and the acquisition of language* (pp. 36 - 54). New York: Academic Press.



Rosch, E. (1975). Cognitive representations of semantic categories. *Journal of Experimental Psychology: General*, 104(1), 192 - 233.

Rosen, M.J. & Goodenough-Trepagnier, C. (1981). Factors affecting communication rate in non-vocal communication systems. In *Proceedings of the 4th Annual Conference on Rehabilitation Engineering* (pp. 194 - 195). Washington, D.C.

Rosenberg, J.F. (1981). Linguistic representation. London: D. Reidel.

Rothschild, N. & Collier, B. (1986). Some issues regarding the clinical application of Minspeak TM. *Proceedings of the 1st Annual Minspeak Conference* (pp. 85 - 93). Detroit.

Schlosser, R. (1994). Effectiveness of three teaching strategies on Blissymbol learning, retention, generalization, and use. *Unpublished doctoral dissertation*. Purdue University, West Lafayette, IN.

Schlosser, R., Belfiore, P., Nigam, R. Blischak, D. & Hetzroni, O. (1995). The effects of speech output technology on the learning of graphic symbols. *Journal of Applied Behavior Analysis*, 28, 537 - 549.

Seymour, C.M. & Nober, E.H. (Eds.). (1998). Introduction to communication disorders: A multicultural approach. Boston: Butterworth-Heinemann.

Silverman, F. (1995). Communication for the speechless (3rd). Needham Heights, MA: Allyn and Bacon.

South African Speech-Language and Hearing Association Ethics and Standards Committee. (1998). Code of ethics. Pretoria, South Africa: SASLHA.

Soto, G., Huer, M. & Taylor, O. (1997). Multicultural issues. In L.L. Lloyd, D.R. Fuller and H.H. Arvidson. *Augmentative and alternative communication: A handbook of principles and practices* (pp. 406 - 413). London: Allyn and Bacon.



Taylor, O. (1988). Speech and language differences and disorders of multicultural populations. In N.J. Lass et al. (Ed.), *Handbook of speech-language pathology and audiology*. Toronto: Decker.

Taylor, O. (1986). Treatment of communication disorders in culturally and linguistically diverse populations. New York: College Hill.

Taylor, O. & Clarke, M.G. (1994). Culture and communication disorders: A theoretical framework. Seminars in Speech and Language, 15, 103 - 113.

Thipa, H.M. (1980). Semantic field analysis and the structure of culture: A comparative study of Sotho and Xhosa. *Unpublished Masters Thesis*, Rhodes University, South Africa.

Tobin, Y. (1990). Semiotics and linguistics. New York: Longman Inc.

Valot Klotz, L.S. (1997). BUILLDTM (Bringing Unity into language and learning development) Customized Vocabulary Sort. Wooster, Ohio: Prentke Romich Company.

Vanderheiden, G. & Kelso, D. (1987). Comparative analysis of fixed-vocabulary communication acceleration techniques. *Augmentative and Alternative Communication*, 3(4), 196 - 206.

Vanderheiden, G. & Lloyd, L.L. (1986). Communication systems and their components. In S.W. Blackstone (Ed.), *Augmentative communication: An introduction*. Rockville, MD: American Speech Language Hearing Association.

Van Tatenhove, G. (1993). What is MinspeakTM? Wooster, OH: Prentke Romich Company.

Venkatagiri, H. (1994). Window size in lexical prediction. *Augmentative and Alternative Communication*, 10(2), 105 - 112.

Venkatagiri, H. (1995). Tehniques for enhancing communication productivity in AAC: A review of research. *American Journal of Speech-Language Pathology*, 4(1), 36 - 45.



West, C.K., Farmer, J.A. & Wolff, P.M. (1991). *Instructional design: Implications from cognitive science*. Englewood Cliffs: Prentice Hall.

Whorf, B.L. (1974). Language, thought and reality. Cambridge, MA: MIT Press.

Wierzbicka, A. (1992). Semantics, culture, and cognition: Universal human concepts in culture-specific configurations. Oxford: Oxford University Press.

World Health Organization. (2000). World Health Report 2000. http:// filestore.who.int/~who/whr/2000

Yoder, D. & Kraat, A. (1983). Intervention issues in nonspeech communication. In J. Miller, D. Yoder & R. Schiefelbusch (Eds.), Contemporary issues in language intervention. Rockville, MD: American Speech Language Hearing Association.