








AAC Technology Supports for Children with Complex Communication Needs and Their Partners:

State of the Science and Future Research Directions

Janice Light, David McNaughton, and Jessica Caron reviewed current AAC research with a focus on AAC technologies that are developmentally appropriate and responsive to the interests, needs, and skills of children with developmental disabilities and their communication partners.

Who?	Example goal	Evidence-based Supports
Beginning communicator in the early stages of semantic development	To use wide range of vocabulary concepts	Use AAC technologies with VSDs that support just-in-time (JIT) programming and vocabulary to be used during motivating activities
Beginning communicator who has difficulty with joint attention	To reduce joint attention demands	Use VSDs of preferred books or favorite activities; Use video VSDs with preferred videos
	 "kissing" 	VSD of favorite activity
Early communicator who has difficulty with displaced talk	Provide contextual support for displaced talk	Use video VSDs using videos of child's experiences
Pre-literate individual who uses AAC	Support single word learning	Use VSD or grid-based AAC apps with transition to literacy (T2L) supports
	  	T2L software feature
Individual who uses AAC who is learning new tasks to participate in society	Teach skills to independently complete vocational tasks	Use video VSDs that integrate video modeling
Partner who has difficulty understanding the child	Provide contextual support for interaction	Use VSDs or video VSDs
Partner who is learning interaction strategies	Teach partner how to model	Use video VSDs that integrate video modeling of interaction strategies
Partner in charge of adding vocabulary	Teach partner to add vocabulary during interaction	Use AAC technologies with JIT programming