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?**
- Beginning communicator in the early stages of semantic development
- Beginning communicator who has difficulty with joint attention
- Early communicator who has difficulty with displaced talk
- Pre-literate individual who uses AAC
- Individual who uses AAC who is learning new tasks to participate in society
- Partner who has difficulty understanding the child
- Partner who is learning interaction strategies
- Partner in charge of adding vocabulary

**Example goal**
- To use wide range of vocabulary concepts
- To reduce joint attention demands
- Provide contextual support for displaced talk
- Support single word learning
- Teach skills to independently complete vocational tasks
- Teach partner how to model
- Teach partner to add vocabulary during interaction

**Evidence-based Supports**
- Use AAC technologies with VSDs that support just-in-time (JIT) programming and vocabulary to be used during motivating activities
- Use VSDs of of preferred books or favorite activities; Use video VSDs with preferred videos
- Use video VSDs using videos of child's experiences
- Use VSD or grid-based AAC apps with transition to literacy (T2L) supports
- Use video VSDs that integrate video modeling
- Use VSDs or video VSDs
- Use video VSDs that integrate video modeling of interaction strategies
- Use AAC technologies with JIT programming

**VSD of favorite activity**

**T2L software feature**

Light, McNaughton, & Caron (2019)