

Patenaude, D., McNaughton, D., & Liang, Z. (2024, March 13-16). *Using visual scene displays (VSDs) with young children: An evidence-based practice synthesis* (Poster). Annual Conference for the Council for Exceptional Children, San Antonio, TX.

References

*indicates included in systematic review.

Babb, S., Gormley, J., McNaughton, D., & Light, J. (2019). Enhancing independent participation within vocational activities for an adolescent with ASD using AAC video visual scene displays. *Journal of Special Education Technology*, 34(2), 120–132. <https://doi.org/10.1177/0162643418795842>

Babb, S., Jung, S., Ousley, C., McNaughton, D., & Light, J. (2021). Personalized AAC intervention to increase participation and communication for a young adult with Down syndrome. *Topics in Language Disorders*, 41(3), 232–248. PMCID: [PMC8375492](#)

Babb, S., McNaughton, D., Light, J., & Caron, J. (2021). “Two friends spending time together”: The impact of video visual scene displays on peer social interaction for adolescents with autism spectrum disorder. *Language, Speech, and Hearing Services in Schools*, 52(4), 1095–1108. https://doi.org/10.1044/2021_LSHSS-21-00016

Babb, S., McNaughton, D., Light, J., Caron, J., Wydner, K., & Jung, S. (2020). Using AAC video visual scene displays to increase participation and communication within a volunteer activity for adolescents with complex communication needs. *Augmentative and Alternative Communication*, 36(1), 31–42. <https://doi.org/10.1080/07434618.2020.1737966>

Beukelman, D., & Light, J. (2020). *Augmentative and alternative communication for children and adults*. Baltimore, MD: Paul H. Brookes Publishing Co.

Bhana, N., McNaughton, D., Raulston, T., & Ousley, C. (2020). Supporting communication and participation in shared storybook reading using visual scene displays. *TEACHING Exceptional Children*, 52(6), 382–391. <https://doi.org/10.1177/0040059920918609>

Biggs, E. E., & Hacker, R. (2021). Engaging stakeholders to improve social validity: Intervention priorities for students with complex communication needs. *Augmentative and Alternative Communication*, 37(1), 25–38. <https://doi.org/10.1080/07434618.2021.1881824>

Billstedt, E., Carina Gillberg, I., & Gillberg, C. (2007). Autism in adults: Symptom patterns and early childhood predictors. Use of the DISCO in a community sample followed from childhood. *Journal of Child Psychology and Psychiatry*, 48(11), 1102–1110. <https://doi.org/10.1111/j.1469-7610.2007.01774.x>

Binger, C., Renley, N., Babej, E., & Hahs-Vaughn, D. (2021). A survey of school-age children with highly unintelligible speech. *Augmentative and Alternative Communication*, 37(3), 194–205. <https://doi.org/10.1080/07434618.2021.1947370>

*Boyle, S., McCoy, A., McNaughton, D., & Light, J. (2017). Using digital texts in interactive reading activities for children with language delays and disorders: A review of the

research literature and pilot study. *Seminars in Speech and Language*, 38(4), 263–275. <https://doi.org/10.1055/s-0037-1604274>

*Boyle, S., McNaughton, D., Light, J., Babb, S., & Chapin, S. E. (2021). 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. *Language, Speech & Hearing Services in Schools*, 52(1), 426–435. http://dx.doi.org/10.1044/2020_LSHSS-20-00009

Caron, J., Holyfield, C., Light, J., & McNaughton, D. (2018). “What have you been doing?”: Supporting displaced talk through augmentative and alternative communication video visual scene display technology. *Perspectives of the ASHA Special Interest Groups*, 3(12), 123–135. <https://doi.org/10.1044/persp3.SIG12.123>

*Chapin, S. E., McNaughton, D., Light, J., McCoy, A., Caron, J., & Lee, D. L. (2022). The effects of AAC video visual scene display technology on the communicative turns of preschoolers with autism spectrum disorder. *Assistive Technology*, 34(5), 577–587. <https://doi.org/10.1080/10400435.2021.1893235>

Cook, B. G., Buysse, V., Klingner, J., Landrum, T. J., McWilliam, R. A., Tankersley, M., & Test, D. W. (2015). CEC’s standards for classifying the evidence base of practices in special education. *Remedial and Special Education*, 36(4), 220–234. <https://doi.org/10.1177/0741932514557271>

Douglas, S. N., Dunkel-Jackson, S., Sun, T., & Owusu, P. (2022). A review of research related to the POWR intervention: A communication partner intervention to support children with neurodevelopmental disorders. *Current Developmental Disorders Reports*, 9(2), 45–52. <https://doi.org/10.1007/s40474-022-00244-6>

Drager, K. D. R., Light, J. C., Carlson, R., D, 'Silva Karen, Larsson, B., Pitkin, L., & Stopper, G. (2004). Learning of dynamic display AAC technologies by typically developing 3-year-olds. *Journal of Speech, Language, and Hearing Research*, 47(5), 1133–1148. [https://doi.org/10.1044/1092-4388\(2004/084\)](https://doi.org/10.1044/1092-4388(2004/084))

Drager, K. D. R., Light, J., Currall, J., Muttiah, N., Smith, V., Kreis, D., Nilam-Hall, A., Parratt, D., Schuessler, K., Shermetta, K., & Wiscount, J. (2019). AAC technologies with visual scene displays and “just in time” programming and symbolic communication turns expressed by students with severe disability. *Journal of Intellectual & Developmental Disability*, 44(3), 321–336. <https://doi.org/10.3109/13668250.2017.1326585>

Ganz, J. B. (2015). AAC interventions for individuals with autism spectrum disorders: State of the science and future research directions. *Augmentative and Alternative Communication*, 31(3), 203–214. DOI: [10.3109/07434618.2015.1047532](https://doi.org/10.3109/07434618.2015.1047532)

Ganz, J. B., Earles-Vollrath, T. L., Mason, R. A., Rispoli, M. J., Heath, A. K., & Parker, R. I. (2011). An aggregate study of single-case research involving aided AAC: Participant characteristics of individuals with autism spectrum disorders. *Research in Autism Spectrum Disorders*, 5(4), 1500–1509. <https://doi.org/10.1016/j.rasd.2011.02.011>

*Ganz, J. B., Hong, E. R., Gilliland, W., Morin, K., & Svenkerud, N. (2015). Comparison between visual scene displays and exchange-based communication in augmentative and alternative communication for children with ASD. *Research in Autism Spectrum Disorders*, 11, 27–41. <https://doi.org/10.1016/j.rasd.2014.11.005>

*Gevarter, C., Horan, K., & Sigafoos, J. (2020). Teaching preschoolers with autism to use different speech-generating device display formats during play: Intervention and secondary factors. *Language, Speech, and Hearing Services in Schools*, 51(3), 821–838. https://doi.org/10.1044/2020_LSHSS-19-00092

*Gevarter, C., O'Reilly, M. F., Sammarco, N., Ferguson, R., Watkins, L., Kuhn, M., & Sigafoos, J. (2018). Comparison of schematic and taxonomic speech generating devices for children with ASD. *Education and Training in Autism and Developmental Disabilities*, 53(2), 222–238.

*Gevarter, C., O'Reilly, M. F., Kuhn, M., Watkins, L., Ferguson, R., Sammarco, N., Rojeski, L., & Sigafoos, J. (2017). Assessing the acquisition of requesting a variety of preferred items using different speech generating device formats for children with autism spectrum disorder. *Assistive Technology*, 29(3), 153–160. <https://doi.org/10.1080/10400435.2016.1143411>

*Gevarter, C., O'Reilly, M. F., Rojeski, L., Sammarco, N., Sigafoos, J., Lancioni, G. E., & Lang, R. (2014). Comparing acquisition of AAC-based mands in three young children with autism spectrum disorder using iPad® applications with different display and design elements. *Journal of Autism and Developmental Disorders*, 44(10), 2464–2474. <https://doi.org/10.1007/s10803-014-2115-9>

Gillespie-Lynch, K., Sepeta, L., Wang, Y., Marshall, S., Gomez, L., Sigman, M., & Hutman, T. (2012). Early childhood predictors of the social competence of adults with autism. *Journal of Autism and Developmental Disorders*, 42(2), 161–174. <https://doi.org/10.1007/s10803-011-1222-0>

Holyfield, C., Caron, J. G., Drager, K., & Light, J. (2019). 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*, 21(2), 201–211. <https://doi.org/10.1080/17549507.2018.1441440>

Holyfield, C., Drager, K., Light, J., & Caron, J. G. (2017). 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. *American Journal of Speech-Language Pathology*, 26(3), 737–749. https://doi.org/10.1044/2017_AJSLP-15-0197

Initial Practice-Based Standards for Early Interventionists/Early Childhood Special Educators. (2020, August 14). Council for Exceptional Children. <https://exceptionalchildren.org/standards/initial-practice-based-standards-early-interventionists-early-childhood-special-educators>

Jagaroo V., Wilkinson K. (2008). Further considerations of visual cognitive neuroscience in aided AAC: The potential role of motion perception systems in maximizing design display. *Augmentative and Alternative Communication*, 24(1), 29–42. <https://doi.org.ezaccess.libraries.psu.edu/10.1080/07434610701390673>

Kent-Walsh, J., Murza, K. A., Malani, M. D., & Binger, C. (2015). Effects of communication partner instruction on the communication of individuals using AAC: A meta-analysis. *Augmentative and Alternative Communication*, 31(4), 271–284. <https://doi.org/10.3109/07434618.2015.1052153>

Laubscher, E., & Light, J. (2020). Core vocabulary lists for young children and considerations for early language development: A narrative review. *Augmentative and Alternative Communication*, 36(1), 43–53. <https://doi.org/10.1080/07434618.2020.1737964>

*Laubscher, E., Light, J., & McNaughton, D. (2019). 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. *Augmentative and Alternative Communication*, 35(4), 299–308. <https://doi.org/10.1080/07434618.2019.1699160>

*Laubscher, E., Barwise, A., & Light, J. (2022). Effect of video augmentative and alternative communication technology on communication during play with peers for children with autism spectrum disorder. *Language, Speech, and Hearing Services in Schools*, 53(4), 1101–1116. https://doi.org/10.1044/2022_LSHSS-21-00136

Laubscher, E., Raulston, T. J., & Ousley, C. (2022). Supporting peer interactions in the inclusive preschool classroom using visual scene displays. *Journal of Special Education Technology*, 37(2), 318–326. <https://doi.org/10.1177/0162643420981561>

Light, J., & Drager, K. (2007). AAC technologies for young children with complex communication needs: State of the science and future research directions. *Augmentative and Alternative Communication*, 23, 204–216. <https://doi.org/10.1080/0743461070155363>

Light, J., & McNaughton, D. (2012). Supporting the communication, language, and literacy development of children with complex communication needs: State of the science and future research priorities. *Assistive Technology*, 24(1), 34–44. <https://doi.org/10.1080/10400435.2011.648717>

Light, J., & McNaughton, D. (2014). Communicative competence for individuals who require augmentative and alternative communication: A new definition for a new era of communication? *Augmentative and Alternative Communication*, 30, 1–18. <https://doi.org/10.3109/07434618.2014.885080>

Light, J., McNaughton, D., & Caron, J. (2019). New and emerging AAC technology supports for children with complex communication needs and their communication partners: State of the science and future research directions. *Augmentative and Alternative Communication*, 35(1), 26–41. <https://doi.org/10.1080/07434618.2018.1557251>

Light, J., McNaughton, D., & Jakobs, E. (2019). *Design of transition to literacy (T2L) decoding feature*. RERC on AAC: Rehabilitation Engineering Research Center on Augmentative and Alternative Communication. Retrieved from <https://rerc-aac.psu.edu/design-of-t2l-decoding-feature/>

Lorah, E., Holyfield, C., & Kucharczyk, S. (2021). Typical preschoolers' perceptions of augmentative and alternative communication modes of a preschooler with autism spectrum disorder. *Augmentative and Alternative Communication*, 37(1), 52–63. <https://doi.org/10.1080/07434618.2020.1864469>

Lorah, E. R., Holyfield, C., Griffen, B., & Caldwell, N. (2022). A systematic review of evidence-based instruction for individuals with autism using mobile augmentative and alternative communication technology. *Review Journal of Autism and Developmental Disorders*. <https://doi.org/10.1007/s40489-022-00334-6>

*Mandak, K., Light, J., & McNaughton, D. (2019). 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*, 49(3), 1193–1204. <https://doi.org/10.1007/s10803-018-3817-1>

McCarthy, J. W., Benigno, J. P., Broach, J., Boster, J. B., & Wright, B. M. (2018). Identification and drawing of early concepts in children with autism spectrum disorder and children without disability. *Augmentative and Alternative Communication*, 34(2), 155–165. <https://doi.org/10.1080/07434618.2018.1457716>

McCarthy, J. W., & Boster, J. B. (2019). Growing up with technology: Does the device go in the middle? *Topics in Language Disorders*, 39(4), E1. <https://doi.org/10.1097/TLD.0000000000000196>

McNaughton, D., & Light, J. (2015). What we write about when we write about AAC: The past 30 years of research and future directions. *Augmentative and Alternative Communication*, 31(4), 261–270. <https://doi.org/10.3109/07434618.2015.1099736>

Moorcroft, A., Scarinci, N., & Meyer, C. (2021). “I’ve had a love-hate, I mean mostly hate relationship with these PODD books”: Parent perceptions of how they and their child contributed to AAC rejection and abandonment. *Disability and Rehabilitation: Assistive Technology*, 16(1), 72–82. <https://doi.org/10.1080/17483107.2019.1632944>

Morin, K. L., Ganz, J. B., Gregori, E. V., Foster, M. J., Gerow, S. L., Genç-Tosun, D., & Hong, E. R. (2018). A systematic quality review of high-tech AAC interventions as an evidence-based practice. *Augmentative and Alternative Communication*, 34(2), 104–117. <https://doi.org/10.1080/07434618.2018.1458900>

Murphy, J., & Cameron, L. (2008). The effectiveness of Talking Mats® with people with intellectual disability. *British Journal of Learning Disabilities*, 36(4), 232–241. <https://doi.org/10.1111/j.1468-3156.2008.00490.x>

Muttiah, N., Drager, K. D. R., Beale, B., Bongo, H., & Riley, L. (2022). The effects of an intervention using low-tech visual scene displays and aided modeling with young children with complex communication needs. *Topics in Early Childhood Special Education*, 42(1), 91–104. <https://doi.org/10.1177/0271121419844825>

O’Neill, T., Light, J., & McNaughton, D. (2017). 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. *Perspectives of the ASHA Special Interest Groups*, 2(12), 55–69. <https://doi.org/10.1044/persp2.SIG12.55>

Park, E.-Y., & Blair, K.-S. C. (2019). Social validity assessment in behavior interventions for young children: A systematic review. *Topics in Early Childhood Special Education*, 39(3), 156–169. <https://doi.org/10.1177/0271121419860195>

Romski, M., Sevcik, R. A., Barton-Hulsey, A., & Whitmore, A. S. (2015). Early intervention and AAC: What a difference 30 years makes. *Augmentative and Alternative Communication*, 31(3), 181–202. <https://doi.org/10.3109/07434618.2015.1064163>

Schlosser, R. (1999). Social validation of interventions in augmentative and alternative communication. *Augmentative and Alternative Communication*, 15(4), 234–247. <https://doi.org/10.1080/07434619912331278775>

Snodgrass, M. R., Chung, M. Y., Meadan, H., & Halle, J. W. (2018). Social validity in single-case research: A systematic literature review of prevalence and application. *Research in Developmental Disabilities*, 74, 160–173. <https://doi.org/10.1016/j.ridd.2018.01.007>

Strain, P. S., Barton, E. E., & Dunlap, G. (2012). Lessons learned about the utility of social validity. *Education and Treatment of Children*, 35(2), 183-200. <https://doi.org/10.1353/etc.2012.0007>

*Therrien, M. C. S. (2021). Teacher-implemented AAC intervention to support peer interaction in an inclusive preschool classroom: A pilot study. *Inclusion*, 9(2), 78–91. <https://doi.org/10.1352/2326-6988-9.2.78>

*Therrien, M. C. S., & Light, J. (2016). Using the iPad to facilitate interaction between preschool children who use AAC and their peers. *Augmentative and Alternative Communication*, 32(3), 163–174. <https://doi.org/10.1080/07434618.2016.1205133>

*Therrien, M. C. S., & Light, J. C. (2018). Promoting peer interaction for preschool children with complex communication needs and autism spectrum disorder. *American Journal of Speech-Language Pathology*, 27(1), 207–221. https://doi.org/10.1044/2017_AJSLP-17-0104

Wolf, M. M. (1978). Social validity: The case for subjective measurement or how applied behavior analysis is finding its heart. *Journal of Applied Behavior Analysis*, 11(2), 203–214. <https://doi.org/10.1901/jaba.1978.11-203>