

References

- Ambridge, B. & Lieven, E.V.M. (2011). *Child Language Acquisition: Contrasting Theoretical Approaches*. Cambridge: Cambridge University Press.
- Banajee, M., DiCarlo, C., & Stricklin, S. (2003). Core Vocabulary Determination for Toddlers. *Augmentative and Alternative Communication, 19*, 67–73.
doi:10.1080/0743461031000112034
- Beukelman, D., Jones, R.S., & Rowan, M. (1989). Frequency of word usage by nondisabled peers in integrated preschool classrooms. *Augmentative and Alternative Communication, 5*, 243-248.
- Bochner, S., & Jones, J. (2003). *Child language development: Learning to talk*, 2nd ed. London: Whurr Publishers Inc.
- Chapman, R. (1981). Exploring children's communicative intents. In Miller, J. (Ed.), *Assessing Language Production in Children*. Boston: Allyn and Bacon.
- Fenson, L., Marchman, V., Thal, D., Reznick S., & Bates, E. (2007). *MacArthur-Bates Communicative Development Inventories: User's guide and technical manual (2nd ed.)*. Baltimore: Brookes.
- Fried-Oken, M., & More, L. (1992). An initial vocabulary for nonspeaking preschool children based on developmental and environmental language sources. *Augmentative and Alternative Communication, 8*, 41-54.
- Holyfield, C., Caron, J.G., Drager, K., & Light, J. (2018). 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, 1-11*. doi:10.1080/17549507.2018.1441440

- Hopman, E.W.M., & MacDonald, M.C., (2018). Production practice during language learning improves comprehension. *Psychological Science*, 29, 961-971.
doi:10.1177/09567718754486
- Lieven, E. (2010). Input and first language acquisition: Evaluating the role of frequency. *Lingua*, 120, 2546-2556. doi:10.1016/j.lingua.2010.06.005
- Marvin, C., Beukelman, D., & Bilyeu, D. (1994). Vocabulary use patterns in preschool children: Effects of context and time sampling. *Augmentative and Alternative Communication*, 10, 224-236.
- McKeown, M., Beck, I., & Sandora, C. (2012). Direct and rich vocabulary instruction needs to start early. In Edward J. Kame'enui and James F. Baumann (eds.), *Vocabulary Instruction: Research to Practice*, 2nd edition. New York: The Guildford Press.
- Owens, R. (2005). *Language Development: An Introduction* (6th ed.) Boston, MA: Pearson.
- Romski, M., Sevcik, R., Adamson, L., Cheslock, M., Smith, A., Barker, R., & Bakeman, R. (2010). Randomized comparison of augmented and nonaugmented language interventions for toddlers with developmental delays and their parents. *Journal of Speech, Language and Hearing Research*, 53, 350-364. doi:10.1044/1092-4388(2009/08-0156)
- Thistle, J., & Wilkinson, K. (2015). Building evidence-based practice in AAC display design for young children: current practices and future directions. *Augmentative and Alternative Communication*, 31, 124-136. doi:10.3109/07434618.2015.1035798
- Trembath, D., Balandin, S. & Togher, L. (2007). Vocabulary selection for Australian children who use augmentative and alternative communication. *Journal of Intellectual and Developmental Disability*, 32, 291–301. doi:10.1080/13668250701689298