# **Practically Speaking**

# **Table of Contents**

Series Preface Series Editors and Editorial Advisory Board Volume Preface About the Editors Contributors Acknowledgments

#### I. Assessment

1. Educational Assessment Issues Lynn Ahlgrim-Delzell

2. Assessment of Early Communication Skills *June E. Downing* 

3. Language Assessment for Students Who Use AAC *Lisa A. Proctor & Carole Zangari* 

4. Diagnostic Reading Asssessment for Students with AAC Needs David A. Koppenhaver, Beth E. Foley, & Amy R. Williams

5. Writing Assessment for Students with AAC Needs Beth E. Foley, David A. Koppenhaver, & Amy R. Williams

## **II. Instruction and Intervention**

6. Academic Adaptations for Students with AAC Needs *Gloria Soto* 

7. Addressing the Communication Demands of the Classroom for Beginning Communicators and Early Language Users *Jennifer Kent-Walsh & Cathy Binger* 

8. Supporting More Advanced Linguistic Communicators in the Classsroom *Carole Zangari & Gail Van Tatenhove* 

9. Addressing the Literacy Demands of the Curriculum for Beginning Readers and Writers *Karen A. Erickson & Sally A. Clendon*  10. Addressing the Literacy Demands of the Curriculum for Conventional and More Advanced Readers and Writers Who Require AAC *Janice C. Light & David McNaughton* 

11. Strategies to Support the Development of Positive Social Relationships and Friendships for Students Who Use AAC *Pam Hunt, Kathy Doering, Julie Maier, & Emily Mintz* 

12. Integrating Assistive Technology with Augmentative Communication *Yvonne Gillete* 

## **III.** Supports

13. Supporting Collaborative Teams and Families in AAC Nancy B. Robinson and Patti L. Solomon-Rice

14. Consideration of Cognitive, Attentional, and Motivational Demands in the Construction and Use of Aided AAC Systems *Krista M. Wilkinson & Shannon Hennig* 

Index