***Topics in Language Disorders* July-September 2021**

**Author Disclosures**

**TLD3211**

**Article Title: “Personalized Early AAC Intervention to Build Language and Literacy Skills: A Case Study of a 3-Year-Old with Complex Communication Needs”**

**Author Disclosures:**

The contents of this paper were developed under grants to the Rehabilitation Engineering Research Center on Augmentative and Alternative Communication (The RERC on AAC) from the U.S. Department of Health and Human Services, National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR): grant # 90RE5017 (2014-20) and grant #90REGE0014-01-00 (2020-25). The third author was supported through a personnel preparation grant funded by the Office of Special Education Programs of the U.S. Department of Education (grant #H325K170130). The contents do not necessarily represent the policy of the funding agencies, and endorsement by the federal government should not be assumed. We also wish to gratefully acknowledge the funding received from the Hintz Family Endowment to support the AAC program at Penn State University. Most importantly, we wish to thank “Jessica” and her parents for allowing us to be a part of their lives and for graciously consenting to share their experiences.

Janice Light, Ph.D

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**Nonfinancial:**  Dr. Janice Light’s research is focused on improving communication outcomes and enhancing quality of life for individuals who have complex communication needs, including individuals with autism spectrum disorder, cerebral palsy, Down syndrome, intellectual/ developmental disabilities and other special needs. These individuals benefit from augmentative and alternative communication (AAC) (e.g., signs, communication boards, speech generating devices, mobile technologies with AAC apps).

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**TLD3212**

**Article Title: “Personalized AAC Intervention to Increase Participation and Communication”**

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The contents of this paper were developed under grants from the National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR grant # 90RE5017 and #90REGE0014). NIDILRR is a Center within the Administration for Community Living (ACL), Department of Health and Human Services (HHS). The contents of this paper/poster do not necessarily represent the policy of NIDILRR, ACL, HHS, and you should not assume endorsement by the Federal Government. Salena Babb was supported by the Penn State AAC Doctoral Leadership Project, a doctoral training grant funded by U.S. Department of Education grant #H325D170024.

Salena Babb, Ph.D, BCBA-D

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**Nonfinancial**: Dr. Salena Babb's teaching and research interests include implementing effective educational and behavioral programs for individuals with autism and other developmental disabilities. Specifically, she is interested in the use of augmentative and alternative communication (AAC) technology within community, vocational, and social settings for individuals with complex communication needs. Salena previously worked as a high school autism support teacher teaching activities of daily living, vocational, and transition skills. She received her Ph.D. in Special Education from Penn State University.

Sojung Jung, M.Ed.

**Financial**: Sojung Jung disclosed 1 grant/payment and ongoing grants/payments to their institution from the National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR grant # 90RE5017).

**Nonfinancial**: Sojung is interested in the improvement of transition skills for students with developmental disabilities, especially how to improve their functional life skills and communication skills in community based settings. Currently, Sojung is exploring the effect of an intervention that uses handheld technology to support improve functional life skills and communication skills for students with autism spectrum disorders (ASD) and complex communication needs.

Ciara Ousley, M.S.

**Financial**: Ciara Ousley has no financial relationships to disclose.

**Nonfinancial**: Ciara Ousley is a Ph.D. candidate in the Department of Educational Psychology, Counseling, and Special Education, focusing on Special Education. Her research interests include literacy interventions that increase meaningful communication and participation for individuals with complex communication needs and severe disabilities in schools and community settings. Ciara is specifically interested in developing interventions that can be taught to natural intervention agents (e.g., classmates, teachers), leading to greater access to the general education curriculum.

David McNaughton, Ph.D

**Financial**: Dr. David McNaughton disclosed receipt of 1 grant/payment to his institution for a grant from the National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR grant #90RE5017) to the Rehabilitation Engineering Research Center on Augmentative and Alternative Communication (RERC on AAC) at Penn State University.

**Nonfinancial**: Dr. McNaughton's teaching and research focuses on the development of effective educational programs for individuals with severe disabilities. He is especially interested in the effective use of technology by individuals who use augmentative and alternative communication (AAC), and how AAC can be used to achieve important educational and vocational outcomes.

Janice Light, Ph.D

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**Nonfinancial**: Dr. Janice Light’s research is focused on improving communication outcomes and enhancing quality of life for individuals who have complex communication needs, including individuals with autism spectrum disorder, cerebral palsy, Down syndrome, intellectual/ developmental disabilities and other special needs. These individuals benefit from augmentative and alternative communication (AAC) (e.g., signs, communication boards, speech generating devices, mobile technologies with AAC apps).

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**TLD3213**

**Article Title: “Personalization of Patient-Provider Communication Across the Lifespan”**

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Jessica Gormley, Ph.D., CCC-SLP

**Financial**: Dr. Jessica Gormley received 1 grant/payment to her institution with an ongoing relationship from The US Department of Health and Human Services, National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR) grant # 90RE5017. She also disclosed that she is a Member of the Patient Provider Communication Forum and COVID-19 Taskforce.

**Nonfinancial:** Dr. Jessica Gormley is an Assistant Professor and Program Leader for AAC Implementation at the University of Nebraska Medical Center’s Munroe-Meyer Institute. Her research and clinical interests center upon improving interactions among individuals with complex communication needs, their families, and providers in healthcare settings. She aims to develop and evaluate AAC tools and trainings to equip health care providers to become effective communication partners with individuals with complex communication needs. Jessica has published research articles and presented nationally and internationally on the topics of AAC and patient-provider communication. Jessica is also a volunteer co-organizer of the Patient-Provider Communication Network.

Susan Koch Fager, Ph.D., CCC-SLP

**Financial**: Dr. Susan Koch Fager received payment to her institution from RERC on AAC subcontract through Penn State paid to Madonna. She also disclosed funding from National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR).

**Nonfinancial:** Dr. Susan Koch Fager is the Director of the Communication Center in the Institute for Rehabilitation Science and Engineering at Madonna. She specializes in AT/AAC for adults with acquired and degenerative neurologic conditions and has over 20 peer-reviewed publications. She has been PI on an NIH-R03 grant, and co-investigator in 10 NIH-funded SBIR projects. She has served as the site lead researcher on two previous AAC-RERCs. Her research has focused on the evaluation of new and emerging assistive technologies for individuals with severe physical impairments.

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**TLD3214**

**Article Title: “Personalization of Restorative and Compensatory Treatments for People with Aphasia: A Review of the Evidence”**

**Author Disclosures:**

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**Financial**: Dr. Amber Thiessen has no financial relationships to disclose.

**Nonfinancial**: Dr. Amber Thiessen is an Associate Professor in the Department of Communication Sciences and Disorders at the University of Houston. Her research focuses on improving the usability of augmentative and alternative communication (AAC) device displays for adults with acquired neurological conditions. She teaches courses in AAC and acquired cognitive disorders.

Jessica Brown, Ph.D., CCC-SLP

**Financial**: Dr. Jessica Brown has no financial relationships to disclose.

**Nonfinancial**: Dr. Jessica Brown is an Assistant Professor in the Department of Speech, Language, Hearing Sciences at the University of Arizona. There she runs the Cognitive Communication Brain Lab. Her research, clinical, and teaching interests relate to assessment and treatment of functional cognitive and communicative outcomes for individuals with acquired neurological deficits.