

Communication/ Technique

Beukelman, D.R., & Mirenda, P. (1998). Augmentative and alternative communication: Management of severe communication disorders in children and adults. Baltimore: Paul H. Brookes Publishing Co.

“Sharisa (a facilitated communication user) joins a small group of people around the world who began communicating through FC and are now able to type either independently or with minimal, hand-on-shoulder support. There can be no doubt that, for them, FC ‘worked,’ in that it opened the door to communication for the first time. In addition, hundreds (or even thousands) of individuals use FC with physical support. To many observers, it does not seem clear whether or not these individuals are authoring their own messages. Thus, FC has become controversial and hotly contested as a valid and reliable technique (e.g., Green & Shane, 1994). We include FC here because of Sharisa Kochmeister, Lucy Blachman, Larry Bissonnette, and others who now communicate fluently and independently, thanks to FC. For them, the controversy has ended” (p. 327).

Biklen, D. (1990). Communication unbound: Autism and praxis. Harvard Educational Review, 60, 291-314.

Biklen’s first research article on facilitated communication. This is a rich qualitative study of the facilitative communication method developed by Rosemary Crossley and others at the DEAL Communication Centre in Melbourne, Australia.

Biklen, D. (1993). Communication unbound: How facilitated communication is challenging traditional views of autism and ability/disability. New York: Teachers College Press.

This book includes Biklen’s first article on facilitated communication (see above), as well as how-to information about the method and a discussion of how findings from facilitation challenge prevailing understandings of autism and related developmental disabilities.

Biklen, D., Morton, M. W., Saha, S. N., Duncan, J., Gold, D., Hardardottir, M., Karna, E., O’Connor, S., & Rao, S. (1991). "I am not a utistive on thje typ" ("I'm not autistic on the typewriter"). Disability & Society, 6, 161-180.

This observational study describes efforts to introduce the AAC method of facilitated communication to 22 students labeled autistic ranging in age from 3 to 21 years in US public schools.

Crossley, R. (1992). Getting the words out: Case studies in facilitated communication, Topics in Language Disorders, 12(4), 46-59.

Part of a special issue of this journal devoted to facilitated communication.

Crossley, R. (1994). Facilitated Communication Training. New York: Teachers College Press. This is an original how-to book about facilitation with people with severe communication difficulties. “Despite all the developments in nonspeech communication strategies and technology over the last 20 years, there is still a substantial number of individuals who have not yet achieved fluent, functional communication with any of the available systems. Some of these people may be helped by facilitated communication” (p. 2).

Crossley, R. (1997). *Speechless: Facilitating communication for people without voices*. New York: Dutton.

This book, written by the Australian educator widely recognized as one of the first to use facilitated communication, and certainly the first to prove the method's effectiveness through validation tests, includes a series of case studies, told autobiographically. Crossley describes her work with individuals who have different disabilities and who use a variety of augmentative and alternative communication systems (AAC), including several instances of facilitated communication. *Speechless* provides excellent documentation of the complexities of AAC and shows how the social context experienced by people who cannot speak has a dramatic impact on their opportunities to communicate in other ways.

Crossley, R., & Remington-Gurney, J. (1992). *Getting the words out: Case studies in facilitated communication*. *Topics in Language Disorders*, 12, 29-45.

Part of a special issue of this journal devoted to facilitated communication. This article provides some background on the method and its use with individuals in Australia.

Facilitated Communication Institute (2000). *Facilitated Communication Training Standards*. Syracuse, NY: Author. Available on-line at: <http://soeweb.syr.edu/thehci>.

This document explains the fundamental principles of facilitated communication, elements of good/"best" practices, methods of training, and competency levels. Appendices include a bibliography as well as a supervision checklist and skill building elements.

Watts, G. & Wurzburg, G. (Producers). (1994). *Every step of the way* (Videotape). Syracuse: Syracuse University Facilitated Communication Institute.

A videotape featuring several individuals who are learning to communicate without physical support. The tape focuses on the participants' own perspectives on the process of achieving independence, and includes diagnostic data on them prior to and after being introduced to facilitation.

Wurzburg, G. & Watts, G. (1994). *Introduction to facilitated communication; We have a lot to offer; Part of our lives; A new beginning; The school years* (Videotapes). Syracuse, NY: Facilitated Communication Institute.

A series of videotapes that introduce the method and demonstrate how teachers, parents, families, and friends are using it in their communities.