

Research

Biklen, D., Morton, M.W., & Gold, D. (1992). Facilitated communication: Implications for individuals with autism. *Topics in Language Disorders, 12, 1-28.*

“This paper describes the facilitated communication method of assisting individuals with autism to type their thoughts and presents a study involving 43 individuals (ages 3-26) who were trained in facilitated communication. A seemingly normal quality of language was produced but did not result in the eradication of other autistic-like behaviors” (p. 1).

Biklen, D., & Schubert, A. (1991). New words: The communication of students with autism. *Remedial and Special Education, 12, 46-57.*

“Twenty-one students with autism, ages 6-20, were taught to use facilitated communication to unlock their ideas and communicate through typing. Facilitated communication involves physical and emotional support for typing or pointing at letters, helping students maintain focus, and fading physical support. Subjects revealed unexpected literacy and numeracy skills” (p. 46).

Broderick, A., & Kasa-Hendrickson, C. (2006). “I am thinking that speech is asinine”: Narrating complexities and rethinking the notion of “independence” in communication. *Equity & Excellence in Education, 39, 176-186.*

“Discussion focuses on critique of the cultural value accorded to the notions of “independence” and “normalcy,” and on the participants’ demonstration of their own agency in the complex, fluid, and constant process of managing and constructing... their own positive and valued identities as competent communicators” (p. 176).

Broderick, A., & Kasa-Hendrickson, C. (2001). “Say just one word at first”: The emergence of reliable speech in a student labeled with autism. *The Journal of the Association for People with Severe Handicaps, 26, 13-24.*

“Jamie had been silently typing his communication first and then reading it aloud afterward in what appeared essentially to be two separate processes of expression. However, as the summer progressed, Jamie began to incorporate his speech into the typing process itself, sometimes saying letters and whole words aloud before he typed them, and sometimes talking himself through word-finding, self-correction, or message clarification processes” (p. 19). See also the video described in this reference list: Inside the Edge (Kasa-Hendrickson).

Casa-Hendrickson, C., Broderick, A., Hanson, D. (in press). Sorting out speech: Understanding multiple methods of communication for persons with autism and other developmental disabilities. *The Journal of Developmental Processes.*

The authors use qualitative inquiry to explore various types of speech of individuals who had been previously described as “functionally nonverbal” and who communicated primarily through typing. The authors identify multiple types of speech used by participants including spontaneous and scaffolded speech. The complex relationships between these various types of speech and typed communication are discussed. Implications for individuals communicating with FC users including taking into account both verbal and non-verbal communication are included. Further, the authors make a great point regarding the need for strategies and communication between FC users and communication partners to continuously shift, expand, and evolve.

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., & Remington-Gurney, J. (1992). Getting the words out: Facilitated communication training. *Topics in Language Disorders*, 12, 29-45.

“This paper discusses the use of facilitated communication training with individuals labeled as intellectually impaired, including individuals diagnosed as autistic, at the DEAL Communication Centre in Victoria, Australia. The paper describes the clients, hand use problems addressed by facilitation, literacy, structuring success, fading support, practical considerations, and validation of communication” (p. 29).

Halle, J.W., Chadsey-Rusch, J., and Reichle, J. (1994). Editorial introduction to special topic on facilitated communication. *The Journal of the Association for Persons with Severe Handicaps*, 19, 149-150.

Introduction to articles by Green & Shane, Biklen & Duchan, and commentaries by Horner, Kaiser, Whitehurst, and Williams. A good example of the parameters of the dialogue (at the time) over facilitated communication. Much of the debate centers on the meaning and assessment of mental retardation. The article by Williams, cited in this bibliography is of particular interest.

Intellectual Disability Review Panel. (1989). Investigation into the reliability and validity of the assisted communication technique. Melbourne: Department of Community Services, Victoria.

An often cited study, the first formal study, of facilitated communication. Four of the six individuals tested demonstrated that they were able to communicate their own thoughts via the method. One individual who produced valid communication also demonstrated that he could be influenced in his communication by the facilitator.

Mirenda, P. (2008). A back door approach to autism and AAC. *Augmentative and Alternative Communication*, 24(3), 220-234.

The conventional view is that most individuals with autism or pervasive developmental disorder-not otherwise specified (PDD-NOS) have no significant motor impairments but do have severe intellectual disabilities. These assumptions impact the nature and types of augmentative and alternative communication (AAC) interventions that are typically provided, which tend to be narrowly focused on basic, functional communication skills such as requesting. However, recent research has provided evidence that challenges these assumptions and suggests the potential of intervention approaches targeting motor, language, and literacy development. The author encourages practitioners and researchers to examine current assumptions about autism and to invent and investigate new ways to support people with autism to communicate.

Rossetti, Z., Ashby, C., Arndt, K., Chadwick, M., & Kasahara, M. (2008). “I like others to not try to fix me”: Agency, independence, and autism. *Intellectual and Developmental Disabilities*, 46, 364-375.

This article is about interpreting the actions or performances of individuals labeled with autism who type to communicate. More specifically, the authors discuss viewing competence amid behaviors and actions traditionally linked with incompetence. Researchers engaged in participant observation and conducted open-ended interviews with 9 participants who were working to develop independent typing skills. Three findings emerged from this research. First, participants shaped a notion of independence that included dependence on various supports. Second, researchers recognized the concept of agency in the interactions between participants and their communication facilitators. Third, participants exercised control of their lives through these expressions of agency.

Steering Committee, Division of Intellectual Disability Services (1993). The Queensland report on facilitated communication. Brisbane: Department of Family Services and Aboriginal and Islander Affairs.

A year long authorship study using qualitative and quantitative techniques and activities with 82% of the participants demonstrated their authorship via facilitation.

Zanobini, M. (2001). La comunicazione facilitata in un bambino autistico. Psicologia Clinica Dello Sviluppo. V, 395-421.

“Research...aimed at exploring facilitated communicative interactions between an autistic child and his main facilitators in naturally occurring contexts. In particular, we hypothesized that: 1) child’s verbal production shows some stylistic consistence, but varies according to different contexts (school vs. home; formal vs. informal texts) and different facilitators (mother and teacher); 2) child’s original and peculiar linguistic behaviour may indicate a relative linguistic independence in facilitated communication” (p. 421).