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(Augmentative and Alternative Communication: AAC)

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(, 1999; , 1999; Buzolich, King & Baroody, 1991; Dalton & Bedrosian, 1989; Hunt, Alwell & Goetz, 1991; Hunt, Alwell & Goetz, 1990; Light, Collier & Parnes, 1985; Nancy, 1894; Soto et al., 1993).

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(Fivush & Slackman, 1986; Nelson, 1986; Nelson & Gruendel, 1986).

(, 2000; , 1997; Furman & Walden, 1990; Hudson & Nelson, 1983; Iacono & Duncun, 1995; Kim & Lombardino, 1991; Loveland & Tunali, 1991).

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(, 1994; , 1994; , 1998).

(Calculator, 1988; Dalton

& Bedrosian, 1989; Light, 1988; Light, Collier & Parnes, 1985; Reichle, 1997; Ronski & Sevcik, 1988; Soto et al., 1993)

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Mirenda, 1998)

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Wetherby & Prutting, 1984)

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3.

(multiple probe design across subjects)

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< - 5> (, 1997a; , 1997; , 1999; Beukelman & Mirenda, < - 4>

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1998; Bruner, 1981; Butterfield & Arthur, 1995; Dalton & Bedrosian, 1989; Light, 1988; Light, Collier & Parnes, 1985; Reichle, Rogers & Barrett, 1984; Soto et al., 1993).

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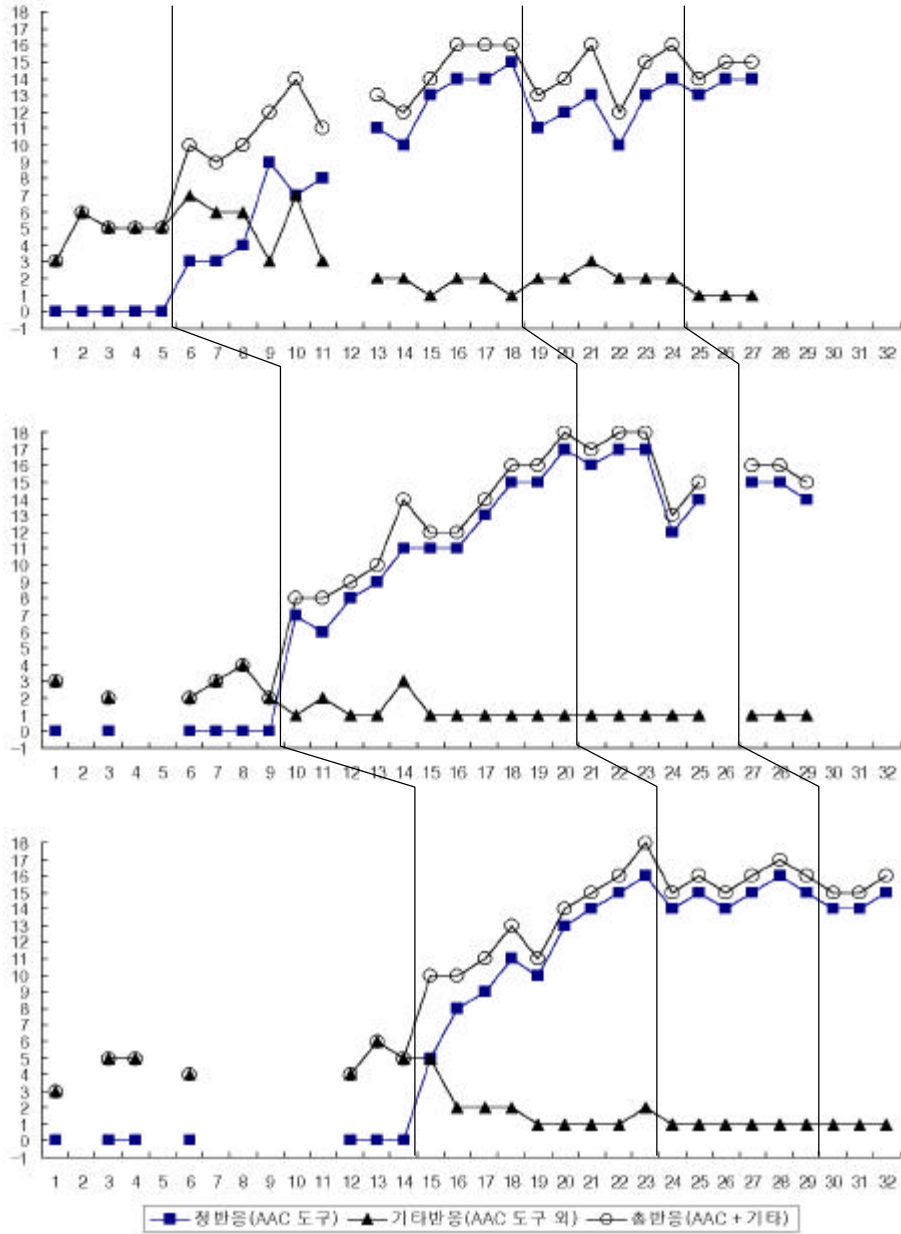
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				1	2	
1	(AAC)	0 (0-0)	9.48 (3-15)	11 (11-13)	12.33 (10-14)	13.67 (13-14)
	(,)	4.80 (3-6)	3.34 (1-7)	2.34 (2-3)	2 (2-2)	1 (1-1)
	(AAC +)	4.80 (3-6)	12.75 (9-16)	14.33 (13-16)	14.33 (12-16)	14.67 (14-15)
2	(AAC)	0 (0-0)	11.18 (6-17)	16.67 (16-17)	13 (12-14)	14.67 (14-15)
	(,)	2.67 (2-4)	1.27 (1-3)	1 (1-1)	1 (1-1)	1 (1-1)
	(AAC +)	2.67 (2-4)	12.45 (8-18)	17.67 (17-18)	14 (13-15)	15.67 (15-16)
3	(AAC)	0 (0-0)	11.22 (5-16)	14.33 (14-15)	15.33 (15-16)	14.33 (14-15)
	(,)	4.71 (4-6)	1.89 (1-5)	1 (1-1)	1 (1-1)	1 (1-1)
	(AAC +)	4.71 (4-6)	13 (10-18)	15.33 (15-16)	16.33 (16-17)	15.33 (15-16)

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		0 (0-0)	2 (1-3)	3 (3-3)	3 (3-3)	0 (0-0)	290 (2-3)	280 (2-3)	3 (3-3)	0 (0-0)	2.6 (1-3)	3 (3-3)	3 (3-3)
		1.20 (0-2)	0.34 (0-1)	0 (0-0)	0 (0-0)	0.67 (0-2)	0 (0-0)	0 (0-0)	0 (0-0)	0.43 (0-1)	0.33 (0-2)	0 (0-0)	0 (0-0)
		1.20 (0-2)	2.34 (0-3)	3 (0-3)	3 (0-3)	0.67 (0-2)	290 (2-3)	280 (2-3)	3 (0-3)	0.43 (0-1)	2.90 (0-3)	3 (3-3)	3 (3-3)
		0 (0-0)	2.08 (1-3)	2.83 (2-3)	2.67 (2-3)	0 (0-0)	1.64 (0-3)	2.80 (2-3)	2.33 (2-3)	0 (0-0)	2.78 (2-3)	3 (3-3)	3 (3-3)
		0.80 (0-2)	0.41 (0-2)	0 (0-0)	0 (0-0)	0 (0-0)	0 (0-0)	0 (0-0)	0 (0-0)	1.57 (0-2)	0 (0-0)	0 (0-0)	0 (0-0)
		0.80 (0-2)	2.50 (0-3)	2.83 (0-3)	2.67 (2-3)	0 (0-0)	1.64 (0-3)	2.80 (2-3)	2.33 (2-3)	1.57 (0-2)	2.78 (2-3)	3 (3-3)	3 (3-3)
		0 (0-0)	1.08 (0-2)	0.67 (0-1)	1.33 (1-2)	0 (0-0)	2.91 (0-3)	2.6 (2-3)	3 (3-3)	0 (0-0)	1.56 (0-3)	1.67 (1-2)	2.33 (2-3)
		0 (0-0)	0 (0-0)	0 (0-0)	0 (0-0)	0 (0-0)	0 (0-0)	0 (0-0)	0 (0-0)	0 (0-0)	0 (0-0)	0 (0-0)	0 (0-0)
		0 (0-3)	1.08 (1-2)	0.67 (0-1)	1.33 (1-2)	0 (0-0)	2.91 (0-3)	2.6 (2-3)	3 (0-3)	0 (0-0)	1.56 (0-3)	1.67 (1-2)	2.33 (2-3)
		0 (0-0)	1.75 (1-3)	2.16 (1-3)	3 (3-3)	0 (0-0)	1.55 (0-3)	2.60 (2-3)	2.33 (2-3)	0 (0-0)	2.60 (1-3)	2.83 (2-3)	2.33 (2-3)
		0.4 (0-1)	0.75 (0-2)	0.50 (0-1)	0 (0-0)	0 (0-0)	0 (0-0)	0 (0-0)	0 (0-0)	0.86 (0-2)	0.23 (0-2)	0 (0-0)	0 (0-0)
		0.4 (0-1)	2.50 (0-3)	2.67 (0-3)	3 (0-3)	0 (0-0)	1.55 (0-3)	2.60 (2-3)	2.33 (2-3)	0.86 (0-2)	2.78 (0-3)	2.83 (2-3)	2.33 (2-3)
		0 (0-0)	1.83 (1-3)	1.84 (1-2)	2 (2-2)	0 (0-0)	1.91 (1-2)	2 (2-2)	2 (2-2)	0 (0-0)	1.56 (1-2)	2 (2-2)	2 (2-2)
		1.8 (0-2)	1.16 (0-2)	1 (1-1)	1 (1-1)	1.84 (0-2)	1 (1-1)	1 (1-1)	1 (1-1)	1.42 (0-2)	1.00 (1-1)	1 (1-1)	1 (1-1)
		1.8 (0-3)	3 (1-3)	2.84 (1-2)	3 (1-2)	1.84 (0-2)	2.91 (1-2)	3 (1-2)	3 (1-2)	1.42 (0-2)	2.56 (1-2)	3 (1-2)	3 (1-2)
		0 (0-0)	0.91 (1-2)	1.67 (1-2)	1.67 (1-2)	0 (0-0)	1.18 (0-3)	2.4 (1-3)	2 (2-2)	0 (0-0)	1.11 (0-2)	2.33 (1-3)	2 (2-2)
		0.8 (0-2)	0.67 (0-2)	0.67 (0-1)	0 (0-0)	0.17 (0-1)	0.27 (0-2)	0 (0-0)	0 (0-0)	0 (0-0)	0.33 (0-1)	0 (0-0)	0 (0-0)
		0.8 (0-3)	1.67 (1-2)	2.34 (0-2)	1.67 (1-2)	0.17 (0-1)	1.45 (0-3)	2.4 (1-3)	2 (2-2)	0 (0-0)	1.44 (0-3)	2.33 (1-3)	2 (2-2)

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1	1	0 (0-0)	0 (0-0)	0 (0-0)	0.2 (0-1)	4.4 (2-6)	0.4 (0-1)
		5.5 (1-9)	2.92 (1-5)	1 (0-2)	0.17 (0-1)	2.3 (0-5)	0.75 (0-3)
		8.67 (8-9)	2.33 (2-3)	1 (0-2)	0.66 (0-1)	1 (0-1)	0.66 (0-1)
	2	6.67 (5-8)	4.67 (1-7)	1 (1-1)	0.33 (0-1)	1 (0-1)	0.66 (0-1)
		7.67 (3-12)	3.33 (1-8)	2.67 (1-4)	0 (0-0)	0.33 (0-1)	0.66 (0-1)
		0 (0-0)	0 (0-0)	0 (0-0)	0 (0-0)	2.17 (2-4)	0.5 (0-1)
2	1	11.1 (6-17)	0 (0-0)	0 (0-0)	0 (0-0)	0.54 (0-2)	0.72 (0-1)
		16.67 (16-17)	0 (0-0)	0 (0-0)	0 (0-0)	0 (0-0)	1 (1-1)
		13 (12-14)	0 (0-0)	0 (0-0)	0 (0-0)	0.5 (0-1)	0.5 (0-1)
	2	14.67 (14-15)	0 (0-0)	0 (0-0)	0 (0-0)	0 (0-0)	1 (1-1)
		0 (0-0)	0 (0-0)	0 (0-0)	0 (0-0)	4.57 (3-6)	0 (0-0)
3	1	11 (5-16)	0 (0-0)	0 (0-0)	0 (0-0)	1.89 (1-5)	0 (0-0)
		14.33 (14-15)	0 (0-0)	0 (0-0)	0 (0-0)	1 (0-1)	0 (0-0)
		15.33 (15-16)	0 (0-0)	0 (0-0)	0 (0-0)	1 (0-1)	0 (0-0)
	2	14.33 (14-15)	0 (0-0)	0 (0-0)	0 (0-0)	1 (1-1)	0 (0-0)
		0 (0-0)	0 (0-0)	0 (0-0)	0 (0-0)	0 (0-0)	0 (0-0)

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Sevcik, 1988; Light, 1988; Calculator, 1988; Light, Collier & Parnes, 1985; Reichle, 1997).

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ABSTRACT

The Effects of Script Activities for Augmentative and Alternative Communication Training on Acquisition of Communication Functions for Children with Severe Disabilities

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People with severe disabilities who rely on augmentative and alternative communication (AAC) experience difficulties in communicative interaction because they have limited communication functions and opportunities. This study investigated the effects of script activities which were a grocery shopping, a birthday party, and a making snack were used for AAC training. Six communication functions were observed: request objects, request actions, request information, protest, answer, and social function. The following questions were addressed: the acquisition, generalization, and maintenance effects of script activities for AAC training on the acquisition of six communication functions for 3 students with severe disabilities, the differential acquisition effect of script activities for AAC training according to communication functions, the variety of communication modes used during AAC training. Multiple probe design across subjects was used. The results of this study were as follows: all 3 students acquired six communication functions and acquired communication functions were generalized to other situations and they were shown to maintain the functions 3 weeks after the training, there were a few differences in acquisition according to six communication functions, Students used various communication modes. Implications and limitations of this study were discussed.

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