

# USSAAC

## Webinar Series

### **Challenges to Gestalt Language Processing and Considerations for AAC**

**June 4, 2025**

**PRESENTED BY:**

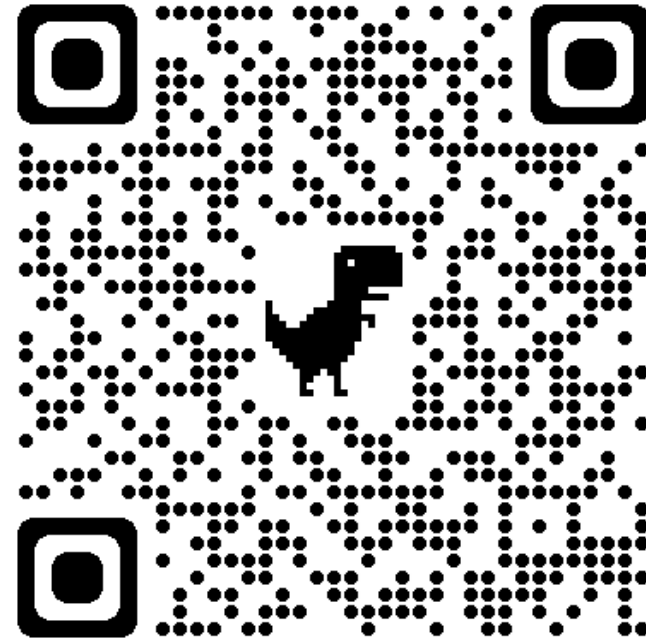
**E. Cheryl Fletcher, M.A., CCC-SLP, BCBA  
and Tiffany L. Hutchins, PhD**

Facilitator: Elizabeth Speaker-Christensen

# 2024-2025 USSAAC Webinars are FREE

Please consider joining USSAAC!

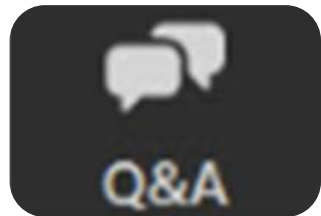
Visit <https://ussaac.org/membership> for a complete list of benefits!



# Webinar Logistics

Chat box and microphones are disabled for attendees

Enter questions in the Q&A box at the bottom of the screen (we will answer as time permits)



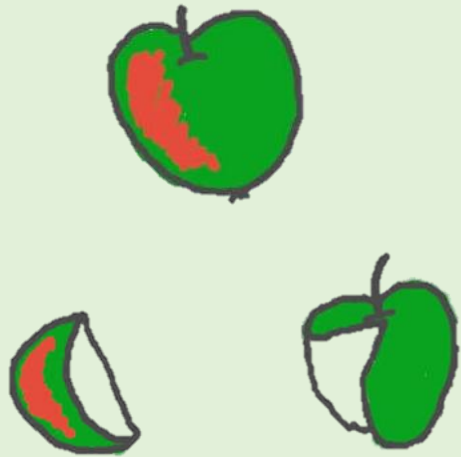
# ASHA CEUs (live webcast only)

- **FREE for USSAAC members**
- **For non-USSAAC members, CEUs can be reported to ASHA for \$25. Please pay at: <https://ussaac.org/donate>. Include your receipt number as the “USSAAC/ISAAC number” on the form.**
- **ASHA CEU form will be shared at the end of the webinar.**

***To receive CEUs, you must stay for the duration of the webinar and complete the survey at the end.***

# Challenges to Gestalt Language Processing and Considerations for AAC

## PARTS AND WHOLES



**E. Cheryl Fletcher, M.A., CCC-SLP, BCBA**

**Integrated Therapy Services**

Camarillo, CA

*"Communication is the essence of human life"* Janice Light (1997)



**Tiffany L. Hutchins, Ph.D.**

Associate Professor

Communication Sciences & Disorders

**University of Vermont**

*I support open-inquiry, viewpoint diversity,  
and constructive disagreement in research and education.*



Thank you..

**USSAAC**  

---

**THE VOICE OF AAC**



# Financial and Non-Financial Disclosures

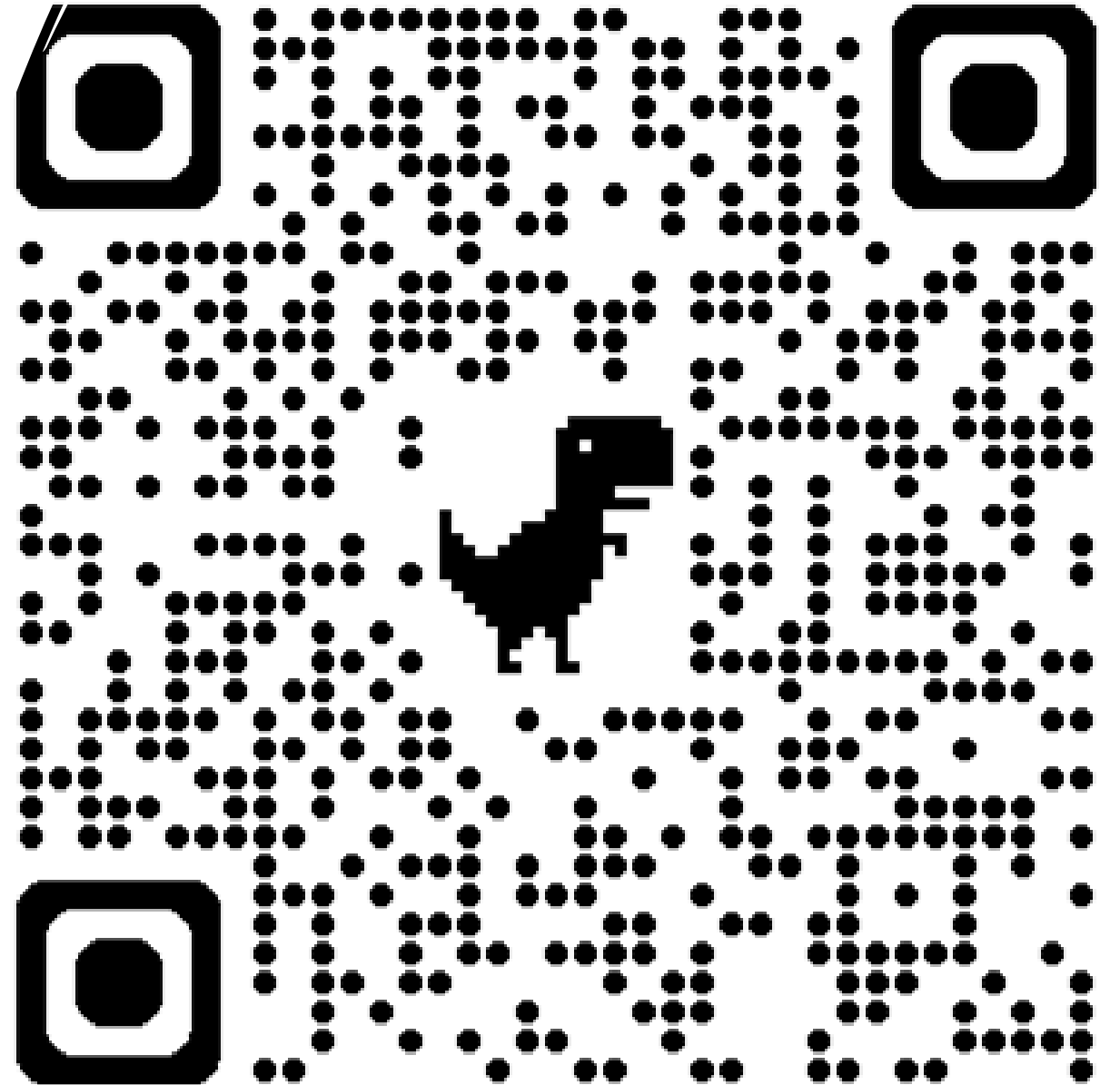
E. Cheryl  
Fletcher:  
**NONE**

Tiffany L.  
Hutchins:  
**NONE**




padlet

VISIT  
US



<https://padlet.com/tiffanyhutchins/hutchins-resources-5shunmco7xcv85x2>



A world map with a light blue and pink color scheme. Numerous stick figures are scattered across the map, each holding a flag with the colors of the autism awareness flag (blue, yellow, red, and green). The figures are positioned in various geographical locations, including North America, Europe, Asia, and Australia. A small sailboat icon is located at the bottom center of the map.

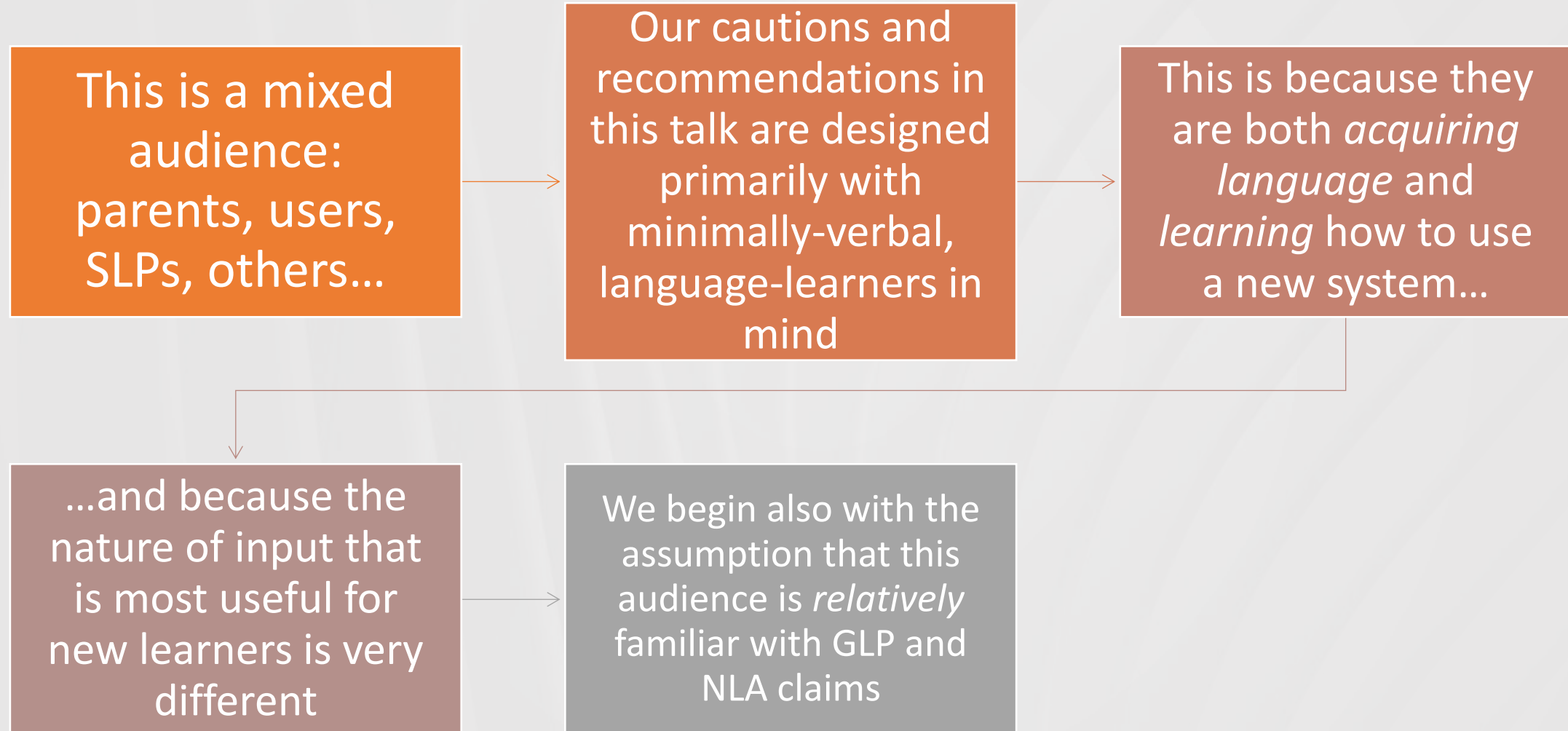
We say “autistic people” and “people with autism” with respect for the heterogeneous preferences in the autistic community.



(Buijsman et al., 2022;  
Keating et al., 2023)



# Orientation to this talk...



# Agenda

GLP/NLA: Definition problems

GLP/NLA: Theoretical and empirical problems

AAC and GLP/NLA: issues, uses, and abuses

AAC: recommendations for language-learners

A word about ethics & what say you?

# DEFINITION PROBLEMS



“Gestalt” = “delayed  
echolalia” ?



What is a “gestalt” ?

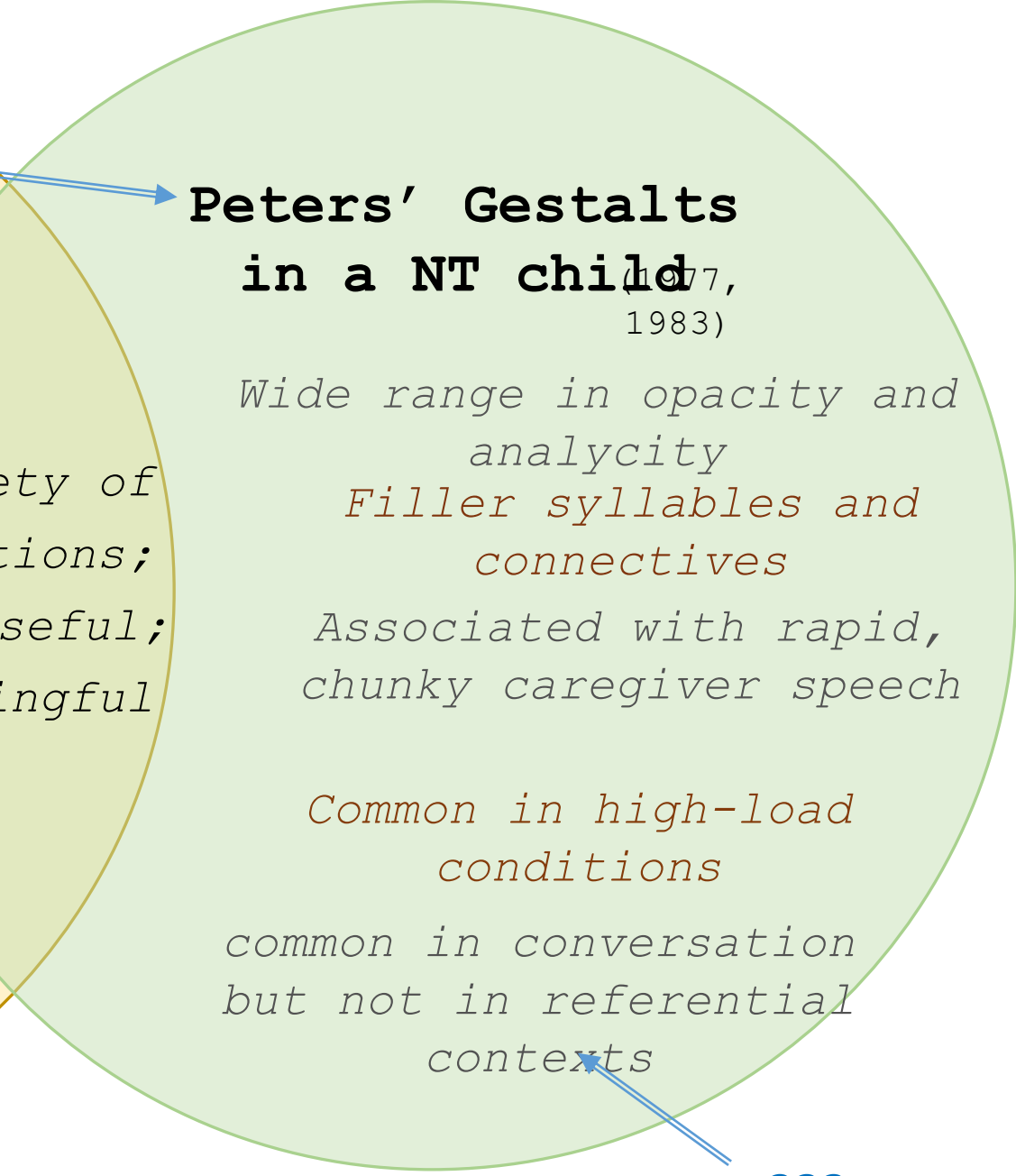
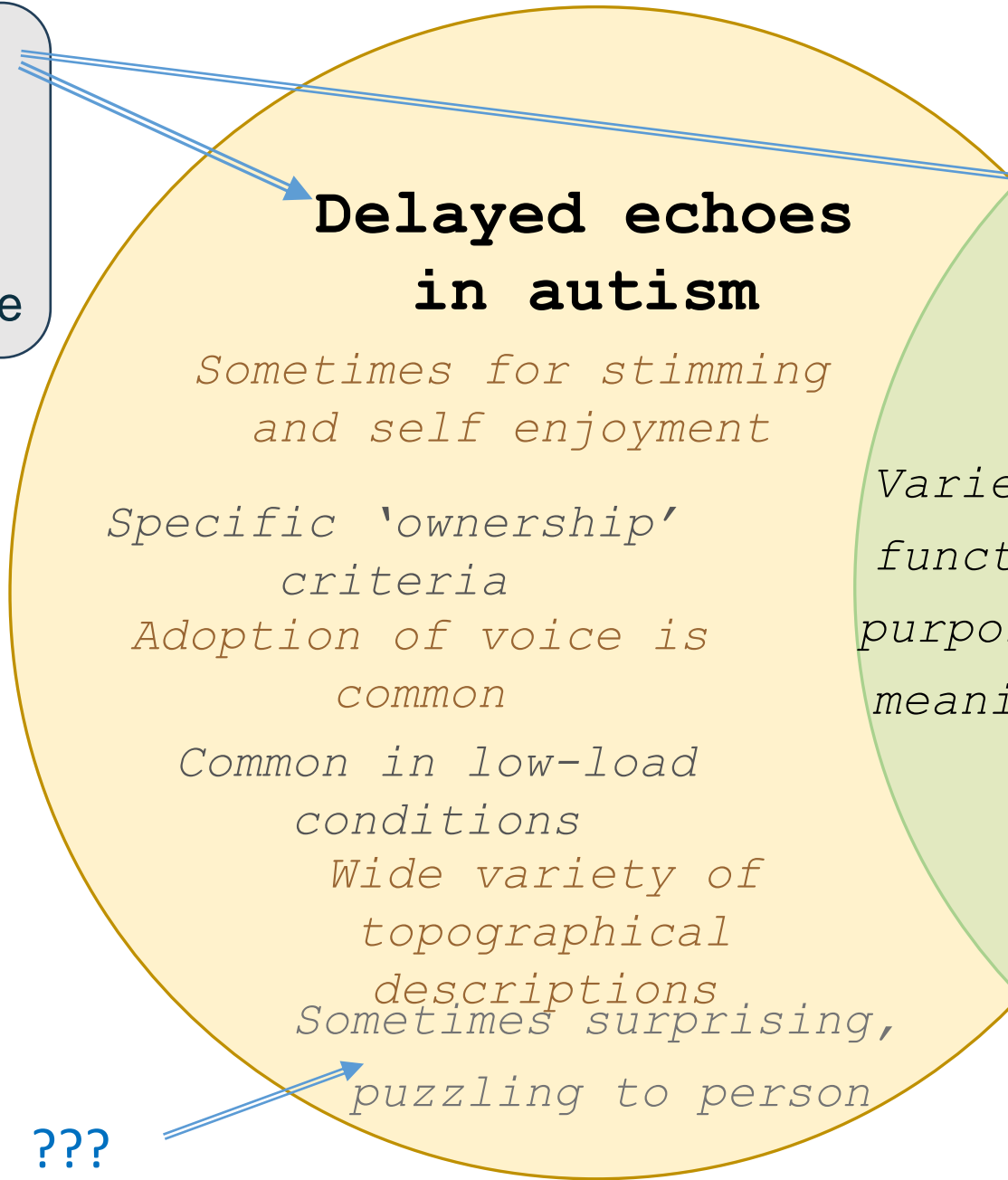


What is a “gestalt  
language processor” ?

“Gestalt” =  
“delayed echolalia” ?

---

Prizant (1983) argued these are comparable



*Variety of functions; purposeful; meaningful*

???

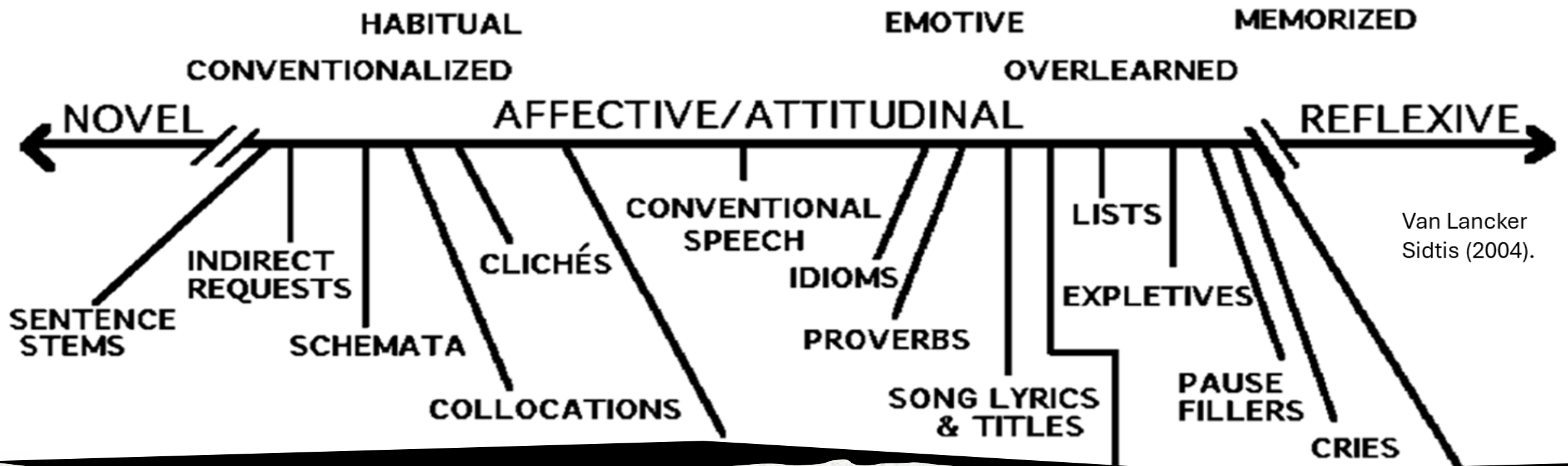
???

For exposition see: Hutchins et

Wait...

What is a 'Gestalt' ?

---



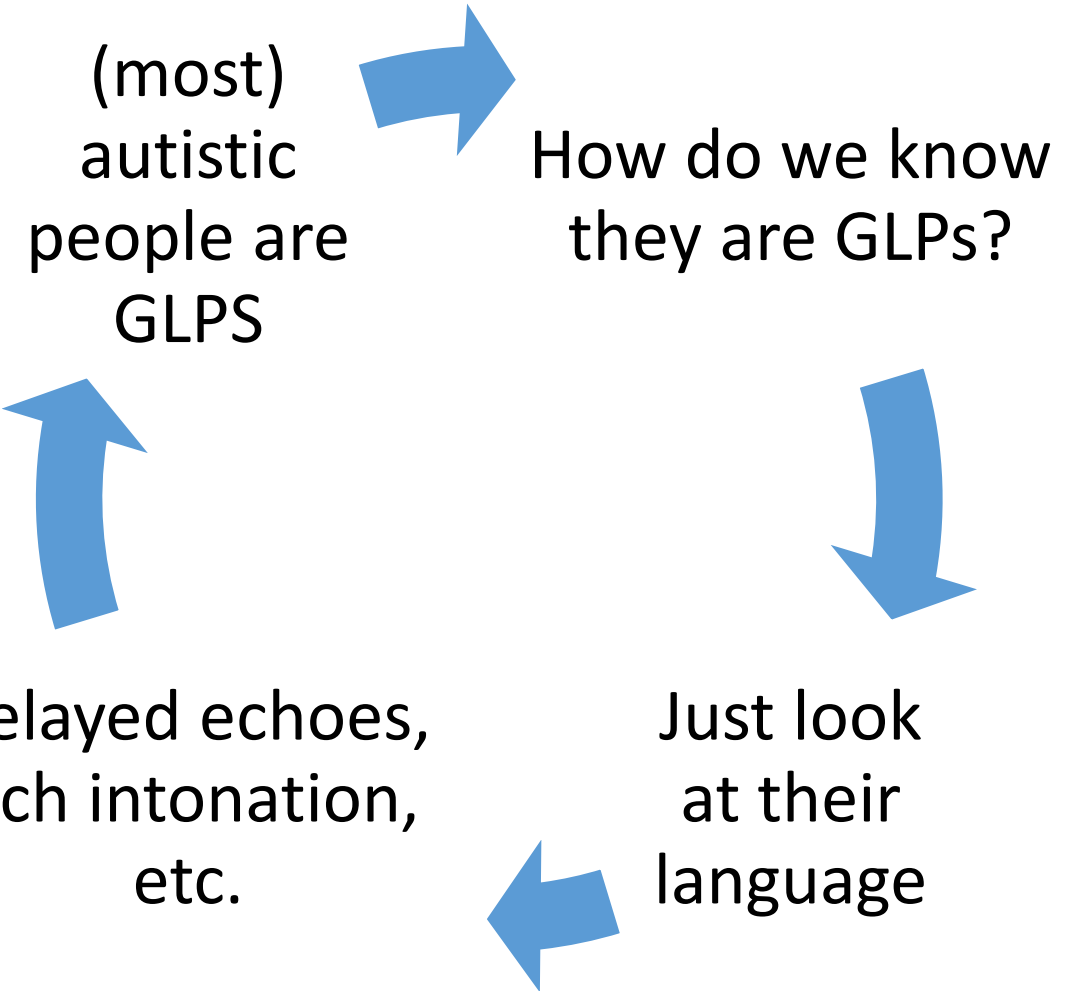
?  
 ?  
 What's a  
 'Gestalt'?

See also: Haydock et al.,  
 2024; Hutchins et al., 2024;  
 Venker & Lorang, 2024; Wray &  
 Perkins, 2002

What is a  
'Gestalt Language  
Processor' ?

---

# What is a GLP?



Circular: 'gestalt' merely reformulated as having stereotypically autistic features...

# Theory Problems



RAW MATERIAL VIEW  
OF DELAYED ECHOLALIA



WHAT IS IT?



WHAT ARE SOME  
PROBLEMS WITH IT?

---

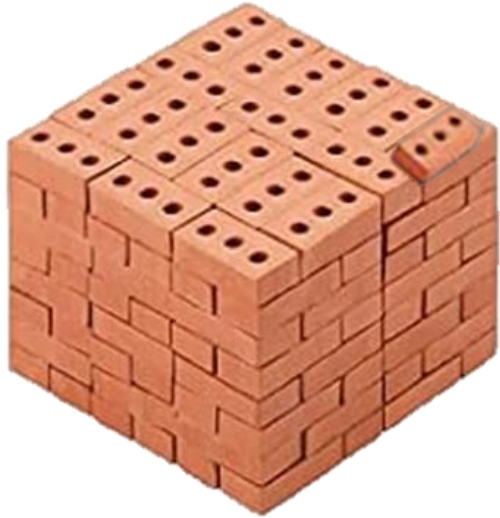
# Raw Material:

the basic material from which a product is made



# Raw Material view of delayed echolalia:

delayed echolalia is raw source material for autistic language acquisition



1. Unanalyzed language chunk



2. Break down chunks into (phrases and eventually) words which are basic building blocks of language



3. Freed-up words can now be combined in new ways; language becomes truly generative

# Problems with the Raw Material view?



**At the doctor's office:**

**Doctor:** “okay, time to *hop up on the table!*”

**The next day at home:**

**Mom:** “let’s get your shoes on.”

**Child:** “*hop up on the table!*”

- Extraction isn’t a problem
- Delayed echoes come in all sizes
- Why are we assuming echoes are totally unanalyzed?


*“GLP” leads people to underestimate what autistic people understand and “assuming that autistic children do not understand what they say, without clear evidence that this is the case, runs counter to neurodiversity affirmative practices” (Venker & Lorang , 2024, p. 3)*

For explication see Hutchins et al. (2024)


ALSO, If anything, autistic groups demonstrate superior sensitivity to the parts and pieces of complex stimuli so what has happened to autistic strengths here?

Many autistic people “can name the pitch of the ‘pop’ as a cork comes out of a bottle or identify dozens of brands of vacuum cleaner from their sound alone. Others can spot a misaligned book in a bookcase in seconds, or mimic foreign speech distinctions not usually noticeable to non-native speakers ... Kanner’s original description of autism highlighted this *attention to detail and inability to experience wholes without full attention to the constituent parts*”


(emphasis added, Happe & Frith, 2006, p. 5)




**Another problem:** many autistic children’s generative language outstrips the frequency, content, and morphological complexity of their delayed echoes from the start.



### “by and large”

- “by” = sailing into the wind
  - “large” = sailing with the wind
  - “by and large” meant a ship could sail well under various wind conditions.
- 

*“over time and many usage events, a new construction can become more and more autonomous [leading it to] lose its analyzability”* (Bybee, 2014, p. 63)



For explication see Hutchins et al. (2024)

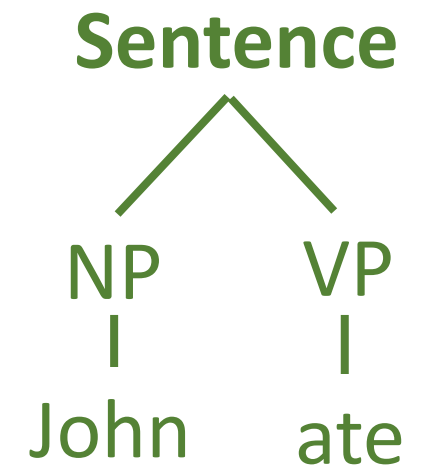
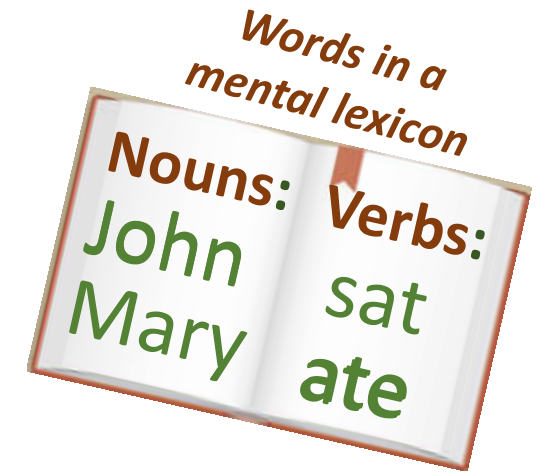


# More theoretical problems?

GLP/NLA rooted in an outdated and extreme version of a nativism (Chomsky) that posited two mechanisms:

1. **Words:** a memorized arbitrary pairing of sound and meaning
1. **Grammar:** operations for arranging words into lawful combinations (e.g., Sentence  $\rightarrow$  NP + VP) on the basis of their part-of-speech (e.g., N, V)

According to NLA, GLPs need practice “freeing up each word as an independent agent” (Blanc, 2012, 20)



# More theoretical problems?

This idea doesn't jibe with contemporary language science:

HE \_\_\_\_\_ ACROSS THE

IT \_\_\_\_\_ ACROSS THE

HE \_\_\_\_\_ OF THE

Ellis et al. (2014)

QUICK v. FAST???

\_\_\_\_\_ shower

\_\_\_\_\_ car

Goldberg (2019)



**Most common response:**  
**Be (65)** (e.g., "He is of the opinion...")  
**Think (32)**  
**Smell (18)**  
**Know (14)**  
**Speak (11)**  
**Talk (6)**  
**Hear (6)**  
**Partake (4)**  
**Tell, Reek, Die (3)**  
**Tire, Say, Ask (2)**  
**Write, Take, Stink, Smack, Require, Read, etc... (1)**

# 1. Conscious Mind

## Free Association Tasks

- A minute to think of the first word that comes to mind to fill the V slot in a particular VAC frame.

he \_\_\_ across the... ,

it \_\_\_ across the... ,

he \_\_\_ of the... ,

it \_\_\_ of the...

Ellis, N. (2017).

# Words are NOT 'free agents'

***"Tell me that grammar  
and lexis don't co-select"***

***N. Ellis (2017)***

***"You shall know a word by  
the company it keeps"***

***J. F. Frith (1957)***

**How do  
patterns show  
up in AAC?**

Children “inherit their environments as much as they inherit their genes: a fish inherits not only fins but also water.”

~Tomasello (2019, p. 7). *Becoming Human*.

What's the water like for AAC users?



# Construction Grammar/ Constructivist/ usage-based approach

(e.g., Ellis, Goldberg,  
Tomasello)



Children are immersed in rich language **formulae/patterns**



Children pick up on the patterns  
→ statistical learning of word and  
phrase frequency, co-occurrence



Recognizing patterns in *anything*  
means **recognizing regularities**  
or **recurring relationships**



**Repetition with  
VARIATION!**

Even if GLP/NLA is correct (**dubious**), it was developed with *SPOKEN LANGUAGE ACQUISITION* in mind and cannot be neatly transferred to AAC.

And here's an irony:

If we presume there are GLPs who need to break up unanalyzed chunks of spoken language and we try to apply that to AAC by programming an unanalyzed phrase on a single button, you've very likely complicated, **not facilitated**, word segmentation and the discovery of language patterns more generally.



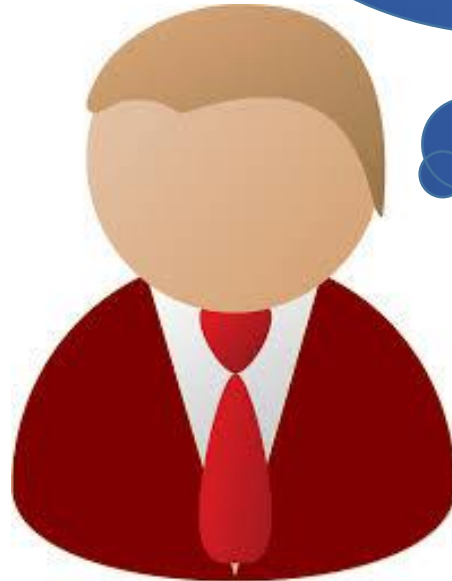
...

Perception  
and  
articulation

...

*"Articulatory gestures, rather  
than sounds are critical for  
production as well as  
perception of speech"*

*D'Auslio et al. (2009)*



# AAC

- **Includes:**
  - no tech
  - medium tech
  - high tech

- **Does Not include:**
  - sign
  - writing
  - gestures

# The goal for all children

(Binger et al. (2023))

- Connect with others
- Maximize education
- Make friends and participate in activities
- Tell stories



“Grounding AAC approaches in a model of **typical language** development— with a focus on learning to use the vocabulary, linguistic rules, and narrative conventions of their community—supports these fundamental goals” (Binger et al., 2023, p.33)

Nevertheless, “the processes of aided language development should logically show both **similarities and differences** with typical language development in [spoken] speech or sign” (von Tetzchner, 2018)

# Phrases and AAC

- History
  - most efficient for cognitively intact adults
- BUT.....

# Phrases –current research

- Speed
- Relevance
- Clients
- Types of phrases added formulaic vs echolalia

*“Utterance-based communication in AAC requires the rapid retrieval from storage of whole phrases (utterances) for use in conversation. The structuring of the phrase store and its contents is an important factor in enabling rapid access to phrases when they are needed; this has proved to be a significant challenge in the development of utterance-based communication”*

Todman et al. (2008)



*“Remember, it’s great to add some words and phrases, but make sure you have access to the individual words that make up the phrase or sentence. Add 'potty'; don’t take away 'bathroom.' My name is 'John' is a useful phrase, but I still need to be able to say 'John.'”*

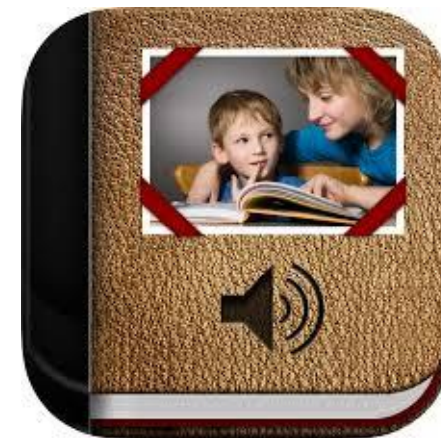
John Halloran (2025)



# Consider also..

“Some individuals’ manner of initiating contact and interaction can be so idiosyncratic that only people who know them well are able to understand their expressions. *One result may be that the individuals become extremely selective with regard to those with whom they will attempt to initiate contact and interaction*” (emphasis added; von Tetzchner et al., 2025, p. 111)

Rather than ‘gestalts’ on a device, develop an **‘expressions bank’** to make it easier for others to discover and better understand the individual’s idiosyncratic communications (and likes, interests...)



Pictello



Book  
Creator

*“A major concern with ready-made sentences is that communication partners tend to interpret them in the same way across contexts. Aided communicators have limited possibilities for adapting their meaning to the situation”*

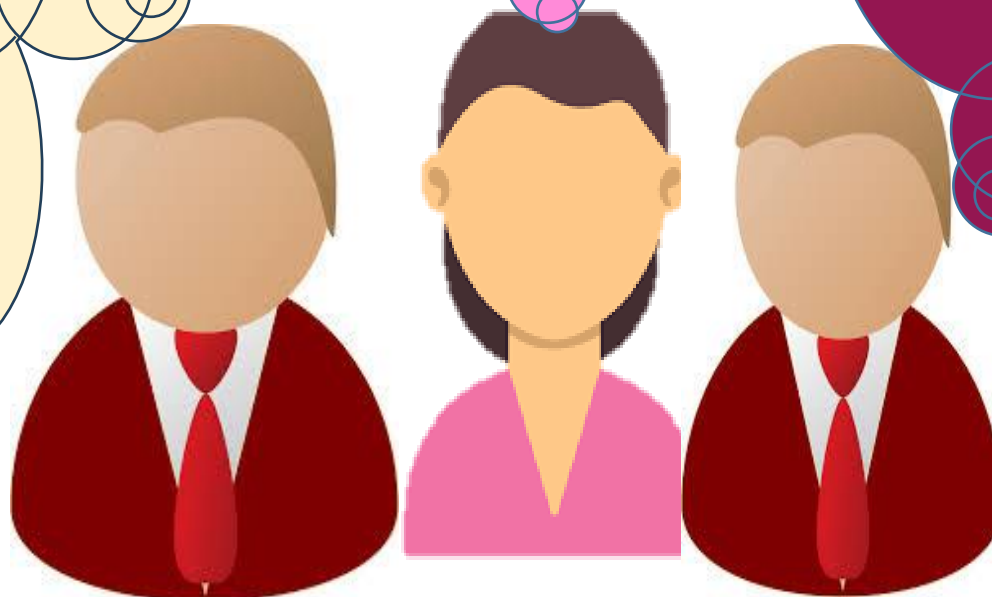
*~von Tetzchner et al., 2025)*

*“...lock the children into set scripts or patterns of interaction”*

*~ Light 1997*

*“The use of phrase-based systems may force the user to use phrases that are not what they really want to say”*

*~K Hill (in Savolainen et al., 2020)*



**Phrases:  
concerns**

# Why have a motor plan?

- Consistent placement of icons
- Reduce response effort
- Facilitate recall
- Decrease cognitive load
- Speed of access/automaticity
- Whether speech or motor plan = language is in the patterns



# Where do we begin?

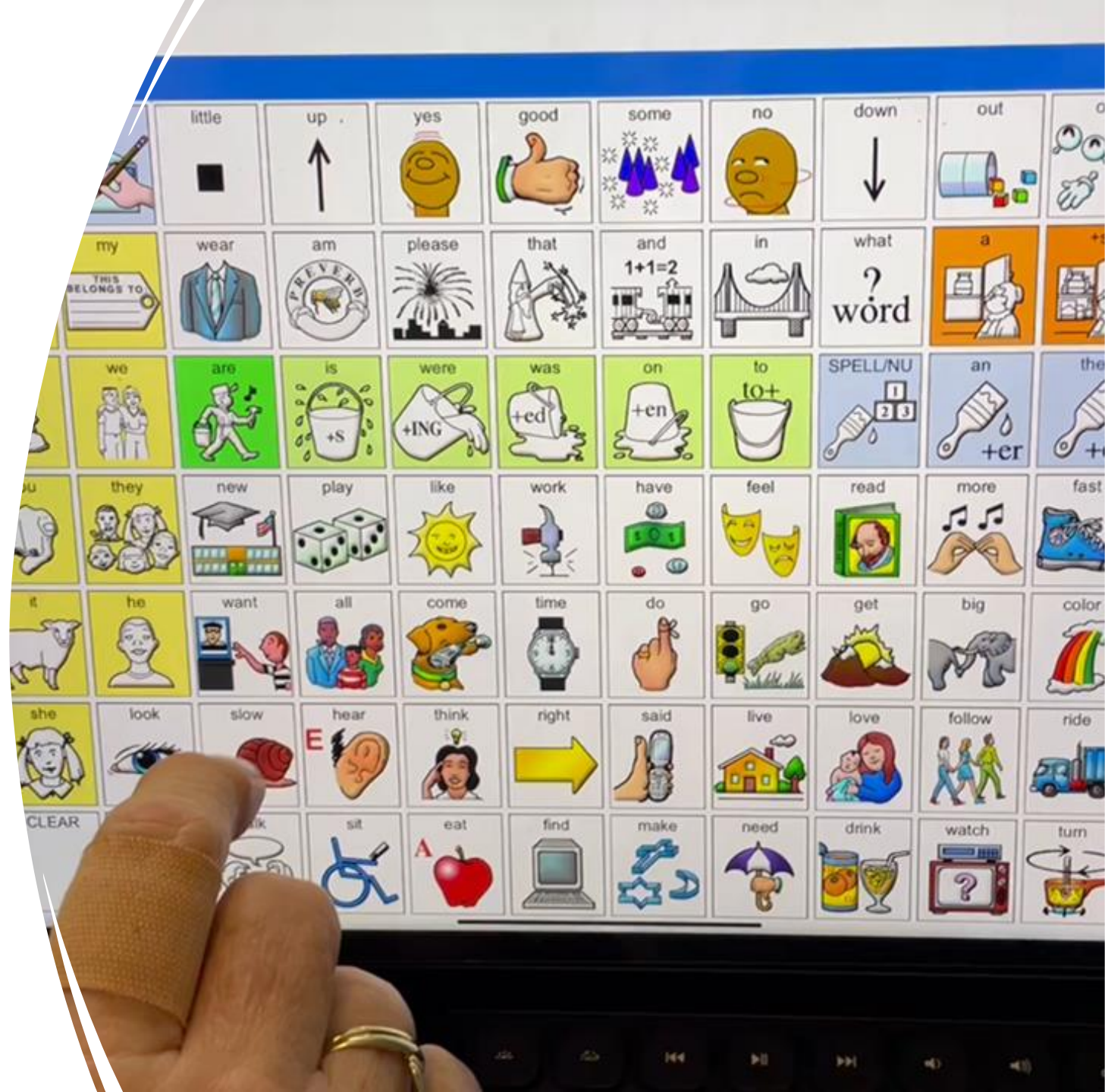
- Start with isolated words?
- Not necessarily!
- Words and phrases can be modelled (accompany by speech model)
- It's about **patterns**...how do I get a **pattern**?
  - *I walk*
  - *I walk outside*
  - *You walk*
  - *I like to walk*
  - *The dog walk*



# Placement of phrases

---

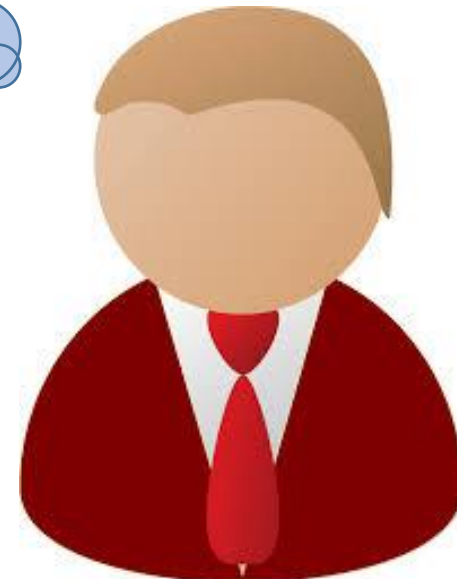
- Where to place them
- What about mitigations
- The issues



“Once component skills are learned as one motion, it is effortful to then break the group process back into its component parts”

~Fitts & Posner (1967)

Mitigations  
???



# Home Page

---

- Should it be replaced with the “gestalt”/formulaic phrases?
- Dangers of changing the system



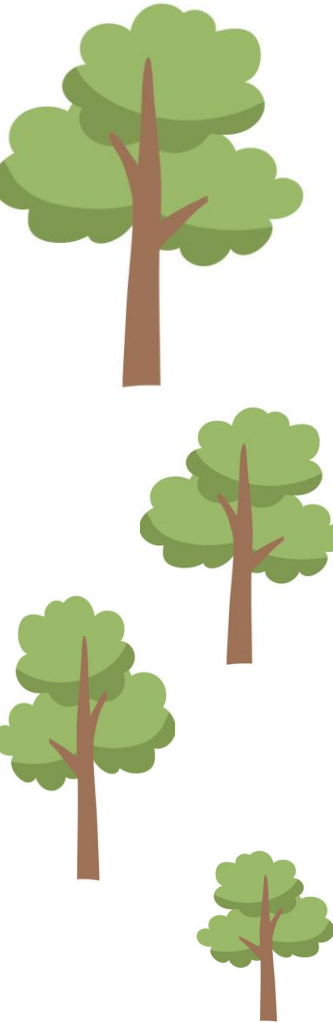
# What is child led intervention?

Prioritize pleasurable interactions, spontaneous exploration, and acceptance and expansion of the child's ideas (Wolfberg & Woods 2023).

Building on the child's lead, the parent encourages the child to delve deeper into their idea or intent. By playfully introducing surprises, problems to solve, questions, or other actions, the child is presented with opportunities to extend their play idea and thus build their cognitive, sensori-motor, communicative, and affective competencies in a fun interaction. (Cullinane et al 2024).



# Key Challenges in AAC and Grammar Development



“One challenge ...is determining the child’s true intent. For example, if the child selects a single symbol such as *TREE*, what is the intended pragmatic and linguistic meaning? Is the child commenting or labeling, or does the child have some other intent? Does the child mean to say, *Tree, That tree is beautiful, I wish I could climb that tree*, or something else? These issues also exist in early spoken language when children first begin to use and combine words; however, children who use graphic symbols may lack access to relevant vocabulary or instruction in how to move beyond the single-word stage of expressive language development. ***We cannot tell, then, if given the chance, the child using graphic symbols would produce a more grammatically complete utterance or not***, thus clarifying communicative intent.”

Binger et al., 2020 (p. 319).

# Applying a Developmental Model to Aided Language Learning (Binger et al. 2023)

---

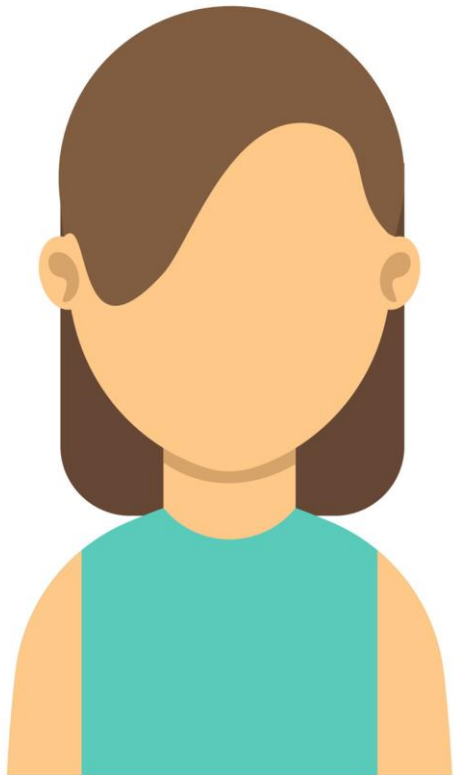
Allows us to: critically examine our current approaches to AAC interventions, identify gaps

- **Example: Over-Emphasis on Nouns**

- Children use a range of parts of speech — not just nouns.
  - It's crucial to provide access to and support verbs, adjectives, pronouns, etc. from the start.

- **Example : Limited Vocabulary Sets**

- Speaking children rapidly expand their vocabulary
  - Supports the development of more complex sentences and grammar



***“The capacity to combine many different subjects and verbs flexibly is what enables young children to express complex ideas precisely moving beyond general messages about their wants, needs and desires to comments and descriptions about interesting events”.***

Hadley (2020)

# Ethics

- Who is generating the gestalts/formulaic phrases?
- Is this putting words into someone else's mouth?
- Can we talk about AI here?
  - *Sentence prediction?*
  - *Any reluctance with new users?*





language\_proce



language\_processing

### GLP as an identity

I received helpful feedback from an anonymous reader that for some people, GLP has become a term for celebrating echolalia. In this usage, GLP seems more like an identity label that does not make scientific claims about neuroscience or cognitive science. If that's what GLP means to you, I'm not here to take that away.

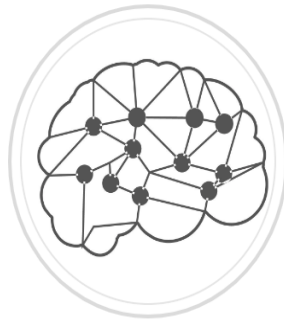
However, once we start making population-level claims (e.g., "GLPs undergo a brain shift at stage 3"), or needing to determine if someone is a GLP or ALP to choose a speech treatment plan, the term GLP is being used as a clinical label, not an identity marker. GLP as a clinical label is what I'm questioning. Not the joy that some autistic adults experience from using their gestalts.

language\_processing Do you see characteristics of pseudoscience in discussions of NLA/GLP? Rememb...

Reply to language\_processing...



Instagram



language\_processing

Following

Message



90 posts

1,298 followers

1,070 following

### What's Language Processing

Education

Sharing research on psycholinguistics (language processing) for speech-language pathologists and friends

[linktr.ee/language\\_processing](https://linktr.ee/language_processing)

Followed by glp.is.a.fad, slpsagainstpseudoscience + 4 more



Knowing



Science



Comments



"Traditional"



Errata



Milestones



About

# Some things NLA does well: (*keep doing this!*)

## Promotes:

- Following the child's lead and interests
- Maintaining a high degree of responsivity in motivating contexts
- Use of non-directive language

## Emphasizes:

- Connection over compliance
- Respect for autistic people
- High degree of parental/adult support
- Scrutinizing interaction to understand communication
- Echolalia has function and should be leveraged as a part of language therapy



# Law of unintended consequences

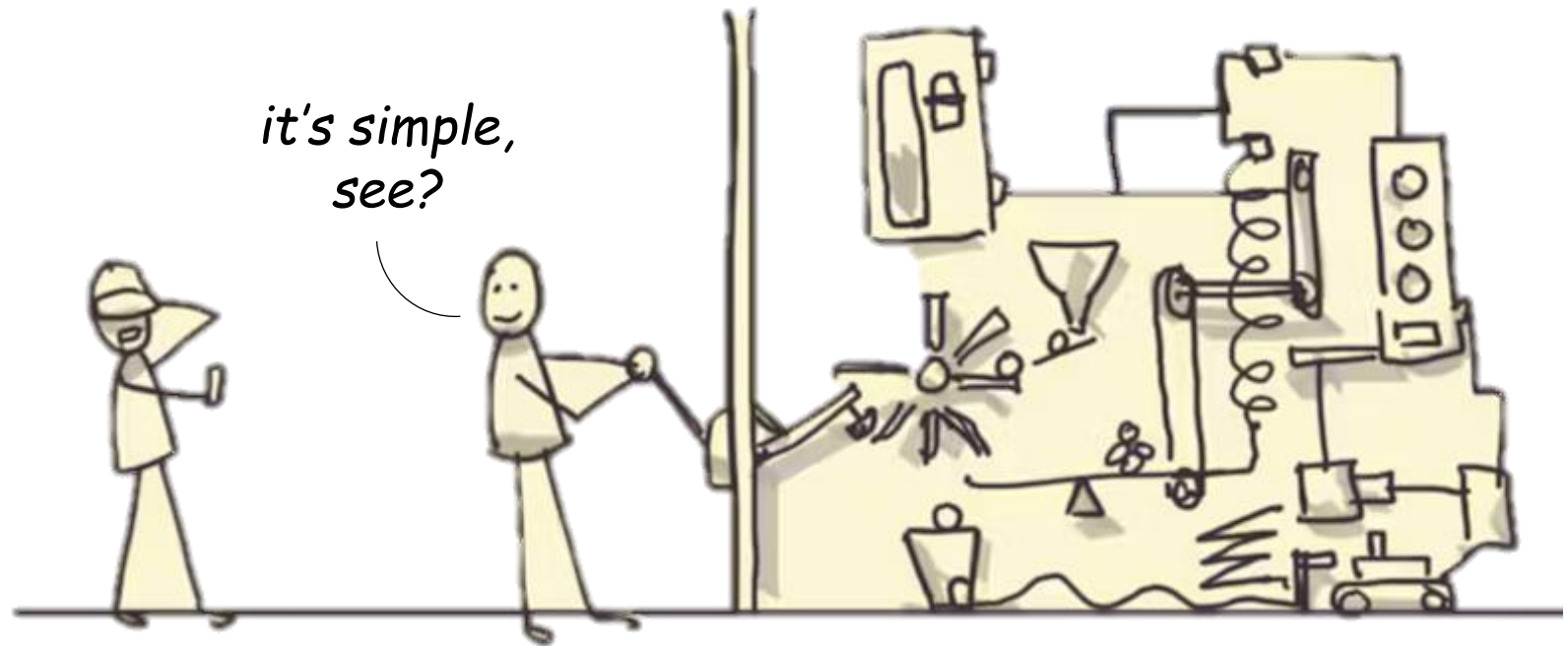
- *Unexpected benefit:* luck, serendipity, windfall
- *Perverse result:* intended solution makes a situation worse

A simple modification...

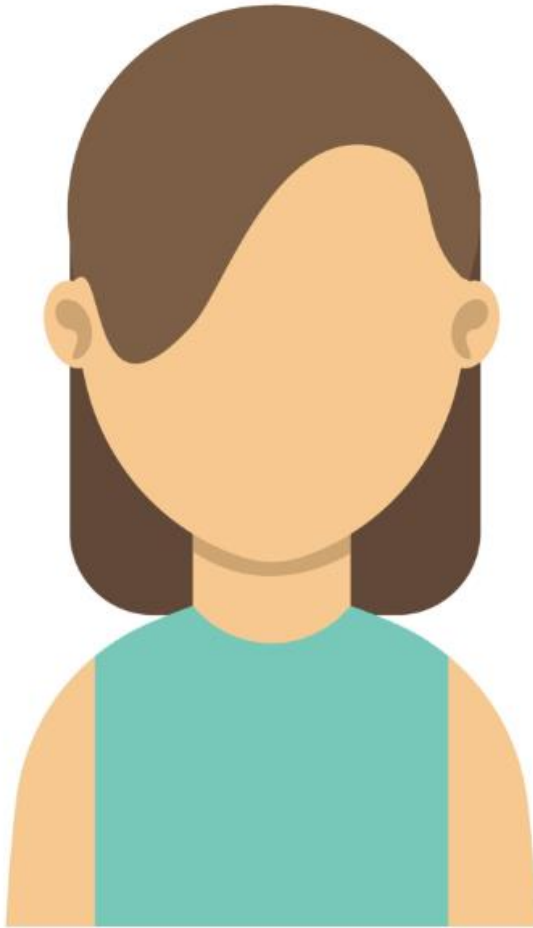
a complex system!

to regulate...

it's simple, see?



# Final Thought



*“What’s true is  
not new,  
and what’s new  
is not necessarily  
true...”*

# AAC Users...



Do you add phrases?  
(songs, quotes, etc.)



Why do you add  
them?



Who should be  
choosing the  
phrases?

# References

- Abbot-Smith, K. (2020). Language disorders and autism: Implications for usage-based theories of language development. In *Current perspectives on child language acquisition: How children use their environment to learn* (pp. 287–321). John Benjamins Publishing.
- Altenberg, B. (1998). On the phraseology of spoken English: The evidence of recurrent word combinations. In A. P. Cowie (ed.), 101-22.
- Altenberg, B., & Eeg-Olofsson, M. (1990). Phraseology in spoken English: Presentation of. *Theory and practice in corpus linguistics*, (4), 1.
- Arnon, I. (2021). The Starting Big approach to language learning. *Journal of child language*, 48(5), 937–958.
- Arunachalam, S., & Luyster, R. J. (2016). The integrity of lexical acquisition mechanisms in autism spectrum disorders: A research review. *Autism Research*, 9(8), 810–828. <https://doi.org/10.1002/aur.1590>
- Bannard, C., & Matthews, D. (2008). Stored word sequences in language learning. The effect of familiarity of children’s repetition of four-word combinations. *Psychological Science*, 19(3), 241-248.
- Beals, K. (2024). A linguist’s take on Blanc’s proposition of gestalt language processing and natural language acquisition: An implausible theory at odds with the research. *Current Developmental Disorders Reports*. <https://doi.org/10.1007/s40474-024-00309-8>
- Beals, K. (2022). *Students with autism: How to improve language, literacy, and academic success*. John Catt Educational Ltd.
- Blanc M. (2012). Natural language acquisition on the autism spectrum: The journal to echolalia to self-generated language. Communication Development Center. [[Google Scholar](#)]
- Blanc M. (2013). *Echolalia on the spectrum: The natural path to self-generated language*. Retrieved from [https://s3.amazonaws.com/kajabi-storefronts-production/sites/174721/themes/2151998823/downloads/pLCGRhgQOKsc0W40kH4g\\_Echolalia\\_on\\_the\\_Spectrum\\_the\\_Natural\\_Path\\_to\\_Self-Generated\\_Language.pdf](https://s3.amazonaws.com/kajabi-storefronts-production/sites/174721/themes/2151998823/downloads/pLCGRhgQOKsc0W40kH4g_Echolalia_on_the_Spectrum_the_Natural_Path_to_Self-Generated_Language.pdf)
- Blanc M. (2023a). *NLA Stage 1*. Retrieved February 14, 2024, from <https://communicationdevelopmentcenter.com/nla-stage-1/>
- Blanc M. (2023b). *NLA Stage 2*. Retrieved February 14, 2024, from <https://communicationdevelopmentcenter.com/nla-stage-4/>

# References

- Blanc M. (2024). *The natural language acquisition guide: Echolalia is all about gestalt language development*. [https://communicationdevelopmentcenter.com/wp-content/uploads/2022/09/The-Natural-Language-Acquisition-Guide\\_-Echolalia-is-all-about-gestalt-language-development\\_sm.pdf](https://communicationdevelopmentcenter.com/wp-content/uploads/2022/09/The-Natural-Language-Acquisition-Guide_-Echolalia-is-all-about-gestalt-language-development_sm.pdf)
- Blanc M., Blackwell A., Elias P. (2023). Using the natural language acquisition protocol to support gestalt language development. *Perspectives of the ASHA Special Interests Groups*, 8(6), 1279–1286. 10.1044/2023\_PERSP-23-00098 [DOI] [Google Scholar]
- Binger C, Kent-Walsh J, Harrington N, Hollerbach QC. Tracking Early Sentence-Building Progress in Graphic Symbol Communication. *Lang Speech Hear Serv Sch*. 2020 Apr 7;51(2):317-328. doi: 10.1044/2019\_LSHSS-19-00065. Epub 2020 Apr 7. PMID: 32255753; PMCID: PMC7225017.
- Binger C, Harrington N, Kent-Walsh J. Applying a Developmental Model to Preliterate Aided Language Learning. *Am J Speech Lang Pathol*. 2024 Jan 3;33(1):33-50. doi: 10.1044/2023\_AJSLP-23-00098. Epub 2023 Nov 21. PMID: 37988656; PMCID: PMC11000798.
- Boucher J. (2007). Memory and generativity in very high functioning autism: A firsthand account, and an interpretation. *Autism*, 11(3), 255–264.
- Boucher J. (2012). Structural language in autistic spectrum disorder. *Journal of Child Psychology and Psychiatry*, 53, 219–233.
- Cullinane, D. A., Binns, A. V., Feder, J. D., Graham, T., Mahoney, G. J., Naber, F. B. A., Robinson, R. G., Schertz, H. H., Solomon, R. M., Whitehouse, A. J. O., & Wieder, S. (2024). Developmental Relationship-Based Interventions for Autistic Children. *Topics in Early Childhood Special Education*, 0(0). <https://doi.org/10.1177/02711214241303695>
- D'Ausilio, A., Pulvermüller, F., Salmas, P., Bufalari, I., Begliomini, C., & Fadiga, L. (2009). The motor somatotopy of speech perception. *Current biology*, 19(5), 381-385.

# References

- Dawson, M., Mottron, L., & Gernsbacher, M. (2008). Learning in autism. In J. H. Byrne, & H. Roediger (Eds.), *Learning and memory: A comprehensive reference: Cognitive psychology* (pp.759–772). Elsevier.
- Dingemanse, M., Blasi, D. E., Lupyan, G., Christiansen, M., & Monaghan, P. (2015). Arbitrariness, iconicity, and systematicity in language. *Trends in Cognitive Sciences*, *19*(10), 603-615.
- Ellis, N., O'Donnell, M. B., & Romer, U. (2014). The processing of verb-argument constructions is sensitive to form, function, frequency, contingency, and prototypicality. *Cognitive Linguistics*, *25*(1), 55-98.
- Firth, J. R. (1957). *Studies in linguistic analysis*. Wiley-Blackwell.
- Fitts, P. M., & Posner, M. (1967). *Human performance*. Belmont: Brooks/Cole.
- Goldberg, A. (2019). *Explain me this*. Princeton University Press.
- Hadley P. A. (2020). Exploring sentence diversity at the boundary of typical and impaired language abilities. *Journal of Speech, Language, and Hearing Research*, *63*(10), 3236–3251.
- Happé, F., & Frith, U. (2006). The weak coherence account: detail-focused cognitive style in autism spectrum disorders. *Journal of autism and developmental disorders*, *36*, 5-25.
- Hutchins, T., Knox, A., & Fletcher, E. C. (2024). Natural language acquisition and gestalt language processing: A critical analysis of their application to autism and speech language therapy. *Autism and Developmental Language Impairments*, *22*(9), available at: doi: [10.1177/23969415241249944](https://doi.org/10.1177/23969415241249944)
- Hoff, E. (2006). How social contexts support and shape language development. *Developmental review*, *26*(1), 55-88.
- Kallens, P., & Christiansen, M. H. (2022). Models of language and multiword expressions. *Frontiers in Artificial Intelligence*, *5*, 781962-781962.

# References

- Light, J. (1997). "Let's go star fishing": Reflections on the contexts of language learning for children who use aided AAC. *Augmentative and Alternative Communication*, 13(3), 158-171.
- Loos, C., German, A., Meier, R. (2022). Simultaneous structures in sign languages: Acquisition and emergence. *Frontiers in Psychology*, 13, 992589. McMurray B. (2007). Defusing the childhood vocabulary explosion. *Science*, 317(5838), 631. <https://doi.org/10.1126/science.1144073>
- Naigles, L. R. (2021). It takes all kinds (of information) to learn a language: Investigating the language comprehension of typical children and children with autism. *Current Directions in Psychological Science*, 30(1), 11–18. <https://doi.org/10.1177/0963721420969404>
- Naigles L. R., Tek S. (2017). 'Form is easy, meaning is hard' revisited: (re) characterizing the strengths and weaknesses of language in children with autism spectrum disorder. *Wiley Interdisciplinary Reviews. Cognitive Science*, 8(4), 157–199.
- Peters, A. M. (1977). Language learning strategies: Does the whole equal the sum of the parts? *Language*, 53(3), 560–573.
- Peters, A. M. (1983). *The units of language acquisition*. Cambridge University Press.
- Prizant, B. M. (1982). Gestalt language and gestalt processing in autism. *Topics in Language Disorders*, 3(1), 16–23.
- Prizant, B. (1983). Language acquisition and communicative behavior in autism: Toward an understanding of the 'whole' of it. *Journal of Speech and Hearing Disorders*, 48, 296-307.
- Saffran, J., Senghas, A., Trueswell, J. (2001). The acquisition of language by children. *Proceedings of the National Academy of Sciences*, 98(23), 12874-5
- Savolainen, I., Klippi, A., Tykkyläinen, T., & Launonen, K. (2020). Linguistic and temporal resources of pre-stored utterances in everyday conversations. *Child Language Teaching and Therapy*, 36(3), 195-214.

# References

- Tager-Flusberg, H. (1981a). On the nature of linguistic functioning in early infantile autism. *Journal of Autism and Developmental Disorders*, 11(1), 45–56. <https://doi.org/10.1007/BF01531340>
- Tager-Flusberg, H. (1981b). Sentence comprehension in autistic children. *Applied Psycholinguistics*, 2, 5–24. <https://doi.org/10.1017/S014271640000062X>
- Tager-Flusberg, H., & Calkins, S. (1990). Does imitation facilitate the acquisition of grammar? Evidence from a study of autistic, down's syndrome and normal children. *Journal of Child Language*, 17(3), 591–606. <https://doi.org/10.1017/S030500090001089>
- Todman, J., Alm, N., Higginbotham, J., & File, P. (2008). Whole utterance approaches in AAC. *Augmentative and alternative communication*, 24(3), 235-254.
- Van Lancker Sidtis (2004). When novel sentences spoken or heard the first time in the history of the universe are not enough: Toward a dual process model of language. *International Journal of Language and Communication Disorders*, 39(1), 1-44.
- Venker, C., & Lorang, E. (2024). Continuing the conversation about echolalia and gestalt language development: Response to Haydock, Harrison, Baldwin, & Leadbitter. *Autism*, DOI available at: <https://doi.org/10.1177/13623613241287577>
- von Tetzchner, S. (2018). Introduction to the special issue on aided language processes, development, and use: An international perspective. *Augmentative and Alternative Communication*, 34(1), 1-15.
- Von Tetzchner, S. Martinsen, H., & Stadskleiv, K. (2025). *Augmentative and alternative communication for children, adolescents and adults with developmental disorders*. Routledge.
- Wolfberg, Pamela & Woods, Gesa. (2023). Reimagining Autistic Children's Independent and Social Play with Peers. *Psychoanalytic Inquiry*. 43. 215-231. [10.1080/07351690.2023.2185067](https://doi.org/10.1080/07351690.2023.2185067).
- Wray, A., & Perkins, M. (2000). The functions of formulaic language: An integrated model. *Language and Communication*, 20, 1-28.

# Save the Dates!

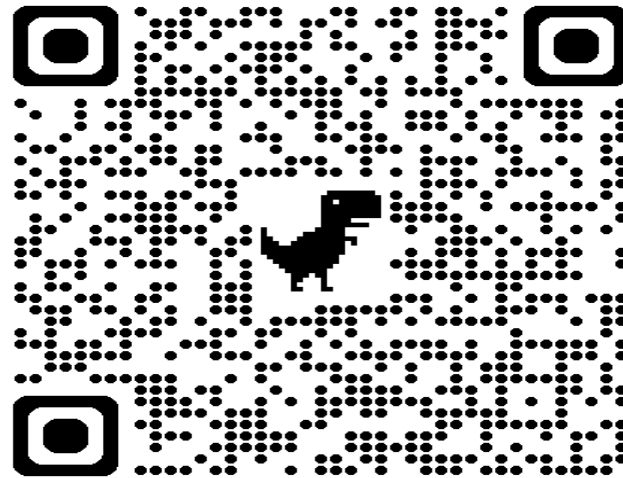
## Upcoming Webinars and Events

- July 9                    **Strategies for Success: Applying and Obtaining a USSAAC Minigrant, USSAAC**
- September 17*        **Using the Communication Matrix to Build Consensus on Communication Skills  
with all Members of a School Team**  
*Deirdre Galvin-McLaughlin and colleagues*
- October 28-29*        **ISAAC Virtual Event: Voices in Action –  
Innovation, Inclusion, and Advocacy in AAC**
- December 3*                    **Including AAC Users in District Trainings**  
*Panel of AAC Users*

# ASHA CEU FORM

Submit by June 18, 2025

<https://forms.gle/D3yrNfLMyup25TnbA>



ASHA CEUs are FREE for USSAAC members (just complete the form linked above).

For non-USSAAC members, CEUs can be reported to ASHA for \$25. Please pay at <https://ussaac.org/donate> and write your receipt number as the “USSAAC/ISAAC number” on the form linked above.

If you have any questions, contact [education@ussaac.org](mailto:education@ussaac.org)

Innovation,  
Inclusion  
& Advocacy  
in AAC

OCTOBER 28-29, 2025

ISAAC VIRTUAL EVENT

