

Articles & Chapters (in chronological order):

- Lloyd, L.L. (1963). Have you a pupil with a hearing handicap? *Instructor*, 72, 62, 136.
- Lloyd, L.L. (1964). Another question of terminology. *Journal of Speech and Hearing Disorders*, *29*, 362.
- Lloyd, L.L. (1964). Sentence familiarity as a factor in visual speech reception (lip reading). *Journal of Speech and Hearing Disorders*, *29*, 409-413.
- Leach, E.A., & Lloyd, L.L. (1964). The Speech and Hearing Department Parsons State Hospital and Training Center. In Leach, E., (Ed.) *Speech and Hearing Programs for the Mentally Retarded: A Conference Report- 1964*. Parsons, KS: supported by NIMH Grant 5-R11 MH-01127 and the State of Kansas.
- Lloyd, L.L. (1965). The new audiology program at Parsons State Hospital and Training Center. *Hearing News*, *33*, 5-7, 12.
- Lloyd, L.L. (1965). The use of the slide show audiometric technique with mentally retarded children. *Exceptional Children*, *32*, 93-98.
- Lloyd, L.L. (1966). Behavioral audiometry viewed as an operant procedure. *Journal of Speech and Hearing Disorders*, *31*, 128-136.
- REPRINTED IN:** (1971). In I.M. Ventry, J.B. Chalklin, & R.F. Dixon, (Eds.), *Hearing measurement: A book of readings* (pp. 109-115). New York: Appleton-Century-Crofts.
- REPRINTED IN:** (1973). In J.H. Hollis (Ed.), *Developmental deficiencies volume 2: An interdisciplinary approach* (pp. 345-353). New York: MSS Information Corporation.
- REPRINTED IN:** (1982). In J.B. Chaklin, I.M. Ventry, & R.F. Dixon, (Eds.). *Hearing measurement: A book of readings* (2nd Ed., pp. 108-114). Reading, MA: Addison-Wesley.
- Lloyd, L.L. (1966). Speech pathology and audiology officially represented in the American Association on Mental Deficiency. *Asha*, *8*, 457-458.
- Lloyd, L.L. (1966). Comments on "dilemmas in identification audiometry." *Journal of Speech and Hearing Disorders*, *31*, 161-165.
- Lloyd, L.L. (1966). Helping your retarded patients with hearing impairments. *Journal Psychiatric Nursing*, *4*, 255-259.
- Lloyd, L.L., & Melrose, J. (1966). Reliability of selected auditory responses of normal hearing mentally retarded children. *American Journal of Mental Deficiency*, *71*, 133-143.

- Lloyd, L.L., & Melrose, J. (1966). Inter-method comparisons of selected audiometric measures used with normal hearing mentally retarded children. *Journal of Auditory Research*, 6, 205-217.
- Lloyd, L.L., & Reid, M.J. (1966). The reliability of speech audiometry with institutionalized retarded children. *Journal of Speech and Hearing Research* 9, 450-455.
- Lloyd, L.L., & Burrows, N.L. (1967). Audiologic considerations for teachers of the retarded. *Education and Training of the Mentally Retarded*, 2, 155-163.
- Lloyd, L.L., & Reid, M.J. (1967). The incidence of hearing impairment in an institutionalized mentally retarded population. *American Journal of Mental Deficiency*, 71, 746-763.
- Lloyd, L.L., Reid, M.J., & McManis, D.L. (1967). The effect of response mode on the SRT's obtained from retarded children. *Journal of Auditory Research*, 7, 219-222.
- Lloyd, L.L., Rolland, J.C., & McManis, D.L. (1967). Performance of hearing impaired and normal hearing retardates on selected language measures. *American Journal of Mental Deficiency*, 71, 904-908.
- McCoy, D.F., & Lloyd, L.L. (1967). A hearing aid orientation program for mentally retarded children. *Training School Bulletin*, 64, 21-30.
- Fulton, R.T., & Lloyd, L.L. (1968). Hearing impairment in a population of children with Down's Syndrome. *American Journal of Mental Deficiency*, 73, 298-302.
- Lloyd, L.L. (1968). Operant conditioning audiometry with mentally retarded children. In Waldon, E.F., (Ed.), *Differential diagnosis of speech and hearing problems of mental retardates* (pp. 103-121). Washington, D.C.: The Catholic University of America Press.
- Lloyd, L.L., Reid, M.J., & McManis, D.L. (1968). Pure tone reliability of a clinical sample of institutionalized MR children. *American Journal of Mental Deficiency*, 73, 279-282.
- Lloyd, L.L., Spradlin, J.E., & Reid, M.J. (1968). An operant audiometric procedure for difficult-to-test patients. *Journal of Speech and Hearing Disorders*, 33, 236-245.
- Spradlin, J.E., Lloyd, L.L., Reid, M.J., & Hom, G. (1968). Establishing tone control and evaluating the hearing of severely retarded children. In A. Jervis, (Ed.), *Expanding concepts in mental retardation: A symposium from the Joseph P. Kennedy, Jr., Foundation* (pp. 170-80). Springfield, IL.: C.C. Thomas.
- Lloyd, L.L. (1970). Audiologic aspects of mental retardation. In Ellis, N.R., (Ed.), *International review of research in mental retardation*, 4 (pp. 311-374). New York: Academic Press.
- Lloyd, L.L. (1970). Curriculum suggestions for the professional preparation of audiologists. *Journal Academy of Rehabilitative Audiology*, 3(2), 18-25.

- Lloyd, L.L. (1971). AAMD-CEASD Joint Committee on the Deaf Retarded. *Mental Retardation*, 9, 41.
- Lloyd, L.L. (1971). Evaluation Programming for the hearing-impaired mentally retarded. In Flanigan, P.J., Heber, R.F., & Rybak, W.S., (Eds.), *Programming for the Multiple Handicapped Mentally Retarded*, Rehabilitation Research and Training Center in Mental Retardation Research Monograph No. IV, Madison, WI.
- Lloyd, L.L. (1971). The establishment of standards for speech pathology and audiology in facilities for the retarded. *Asha*, 13, 607-610.
- Lloyd, L.L., & Price, J.G. (1971). Sentence familiarity as a factor in visual speech reception (lipreading) of deaf college students. *Journal of Speech and Hearing Research*, 14, 291-294.
- Burrows, N.L., & Lloyd, L.L. (1972). Programming considerations for the deaf-retarded. *Report of the proceedings of the 45th meeting of the Convention of American Instructors of the Deaf* (pp. 105-114). Little Rock, AR: Arkansas School for the Deaf, Washington, D.C.: U.S. Government Printing Office.
- Hirshoren, A., & Lloyd, L.L. (1972). Hearing impairment and the mentally retarded. *Mental Retardation Abstracts*, 9, 1-7.
- Lloyd, L.L. (1972). Bibliographic material on the dual handicaps of hearing impaired and mental retardation: A progress report of your AAMD-CEASD Joint Committee on the Deaf Retarded. *Mental Retardation*, 10, 18.
- Lloyd, L.L. (1972). The audiologic assessment of deaf students, *Report of the proceedings of the 45th meeting of the convention of American Instructors of the Deaf* (pp. 585-594). Little Rock, Arkansas: Arkansas School for the Deaf, Washington, D.C.: U.S. Government Printing Office.
- Lloyd, L.L. (1972). You've come a long way baby, but - . *Mental Retardation*, 10, 2 (A Guest Editorial).
- Lloyd, L.L., & Cox, B.P. (1972). Programming for the audiologic aspects of mental retardation. *Mental Retardation*, 10, 22-26.
- Lloyd, L.L., & Crosby, K.G. (1972). Establishment of standards for speech pathology and audiology services in facilities for the retarded. *Mental Retardation*, 10, 30-31.
- Lloyd, L.L., & Fulton, R.T. (1972). Audiology's contribution to communications programming with the retarded. In J.E. McLean, D.E. Yoder, & R.L. Schiefelbusch, (Eds.), *Language intervention with the retarded: Developing strategies* (pp. 111-129)., Baltimore.: University Park Press.

- Lloyd, L.L., & Moore, E.J. (1972). Audiology. In J. Wortis, (Ed.), *Mental retardation: An annual review* (pp. 141-163). New York: Grune & Stratton.
- Lloyd, L.L. (1973). Mental retardation and hearing impairment. In A.G. Norris, (Ed.), *Deafness annual: Volume III* (pp. 45-67). Silver Spring, Md.; Professional Rehabilitation Workers with the Adult Deaf.
- Lloyd, L.L. (1973). [Review of: *Principles of childhood language disabilities*]. *Volta Review*, 75, 411-413.
- Lloyd, L.L. (1974). [Review of: *modern developments in audiology* (2nd Ed)]. *Volta Review*, 76, 80-81.
- Lloyd, L.L. Behavioral audiometry with children. (1975). In D.B. Tower (Ed.), *The nervous system, volume 3: Human communication and its disorders* (pp. 173-179). New York: Raven Press. (An invited paper in this three volume work in commemoration of the NINCDS 25th Anniversary.)
- Lloyd, L.L. (1975). On detecting and treating deafness. *Medical World News*, 9.
- Lloyd, L.L., & Cox, B.P. (1975). Behavioral audiometry with children. In M.J. Glasscock (Guest Ed.), *The otolaryngology clinics of North America: Symposium on sensorineural hearing loss in children: Early detection and intervention* (pp. 89-107). Philadelphia: W.B. Saunders.
- Lloyd, L.L. (1976). Discussant's Comment: Language and communication aspects. In T.D. Tjossem, (Ed.). *Intervention strategies for high risk infants and young children* (pp. 199-212). Baltimore.: University Park Press.
- Lloyd, L.L. (1976). [Review of: *Detection of hearing loss and ear disease in children.*] *Volta Review*, 78, 231-232.
- Lloyd, L.L., & Dahle, A.J. Detection and diagnosis. (1976). In D.R. Frisina, (Ed.). *A bicentennial monograph on hearing impairment* (pp. 12-22). Washington, D.C.: Alexander Graham Bell Association for the Deaf.
- Lloyd, L.L., & Wilson, W.R. (1976). Recent developments in the behavioral assessment of the infant's response to auditory stimulation. *Proceedings of the XVI World Congress for Logopedics and Phoniatrics* (pp. 103-109). (Interlaken, Switzerland, August 26, 1974). Basel, Switzerland: Karger Verlag.

REPRINTED IN: (1978). *Journal of Childhood Communication Disorders*, 2(1), 27-35.

Oyer, H.J., Freeman, B., Hardick, E., Dixon, J., Donnelly, K., Goldstein, D., Lloyd, L. &

- Mussen, E. (1976). Unheeded recommendations for aural rehabilitation: An analysis of a survey. *Journal of the Academy of Rehabilitation Audiology*, 9, 20-30.
- Fristoe, M., & Lloyd, L.L. (1977). Manual communication for the retarded and others with severe communication impairment: A resource list. *Mental Retardation*, 15, 18-21.
- REPRINTED IN:** Wilbur, R.B. (1979). *American Sign Language and sign systems* (pp. 271-276). Baltimore: University Park Press.
- Lloyd, L.L. (1977). [Review of: *Introduction to audiology*]. *Volta Review*, 79.
- Lloyd, L.L. (1977). Behavioral audiometry for obtaining thresholds of infants. In A.B. Crammatte, (Ed.). *Proceedings of the VII World Congress of the World Federation for the Deaf*. (Washington, D.C., August 5, 1975). Washington, D.C.: National Association of the Deaf.
- Lloyd, L.L. (1977). The assessment of auditory abilities, In P. Mittler, (Ed.), *Research to practice in mental retardation, volume II Education and training* (pp. 217-226). Baltimore: University Park Press.
- Lloyd, L.L. (1977). [Review of *Language patterns of poverty children*, by N.J. Anastasiow & M.L. Hanes]. *American Journal of Mental Deficiency*, 82, 223.
- Cooper, W.A., Kienle, M.A., Page, J.L., & Lloyd, L.L. (1978). The 1978 program committee in action. *Asha*, 20, 975-977.
- Fristoe, M., & Lloyd, L.L. (1978). A survey of the use of non-speech communication systems with the severely communication impaired. *Mental Retardation*, 16, 99-103.
- Fristoe, M., & Lloyd, L.L. (1979). Non-speech communication. In N. Ellis (Ed.), *Handbook of mental deficiency: Psychological theory and research* (2nd Ed, pp. 401-430). Hillsdale, New York: Lawrence Erlbaum.
- Fristoe, M., & Lloyd, L.L. (1979). Signs used in manual communication training with persons having severe communication impairment. *AAESPH Review*, 4, 364-373.
- Lloyd, L.L. (1979). [Review of: *The economics of mental retardation*]. *American Annals of the Deaf*, 124, 5.
- Fristoe, M., & Lloyd, L.L. (1980). Planning an initial expressive sign lexicon for persons with severe communication impairment. *Journal of Speech and Hearing Disorders*, 45, 170-180.
- REPRINTED IN:** Kiernan, C. (Ed.). (1982). *Routes to communication: Studies in the use of non-vocal communication systems with the handicapped*. Tunbridge Wells, Kent, England: Costello Educational.

- Fristoe, M., Lloyd, L.L., & Gallagher, R.J. (1980). (Project Co-directors). *Meeting the Communication Needs of the Severely/Profoundly Handicapped Through Inservice Training (Study Guide)*. West Lafayette, IN: Purdue University. (This study guide and the corresponding video-tapes are available from the Continuing Education Business Office, Rm. 110, Stewart Center, Purdue University.)
- Lloyd, L.L. (1980). Unaided nonspeech communication for severely handicapped individuals: An extensive bibliography. *Education and Training of the Mentally Retarded*, 15, 15-34.
- Lloyd, L.L. (1980). [Review of the book *Language without speech*]. *American Journal of Mental Deficiency*, 84, 424.
- Lloyd, L.L. (1980). Non-Speech communication: Discussant's comments. In B. Urban (Ed.), *Proceedings of the XVIII World Congress of Logopedics and Phoniatrics* (Vol. II, pp. 43-48). Washington, D.C.: American Speech-Language-Hearing Association. (This was an invited paper.)
- Luftig, R.L., Gauthier, R.A., Freeman, S.A., & Lloyd, L.L. (1980). Modality preference and facilitation of learning using mixed and pure sign, oral, and graphic inputs, *Sign Language Studies*, 28, 255-266.
- Fristoe, M., & Lloyd, L.L. (1981). (Project Co-directors). *Meeting the Communication Needs of the Severely/Profoundly Handicapped Through Inservice Training (Study Guide)*. West Lafayette, IN: Purdue University. (This study guide and the corresponding video-tapes are available from the Continuing Education Business office, Rm. 110, Stewart Center, Purdue University.)
- Lloyd, L.L. (1981). [Review of *The signs of language*]. *American Journal of Mental Deficiency*, 85, 565.
- Luftig, R.L., & Lloyd, L.L. (1981). Manual sign translucency and referential concreteness in the learning of signs. *Sign Language Studies*, 30, 49-61.
- Daniloff, J.K., Noll, J.D., Fristoe, M., & Lloyd, L.L. (1982). Gesture recognition in patients with aphasia. *Journal of Speech and Hearing Disorders*, 47, 43-49.
- Lloyd, L.L. (1982). Introduction (invited). In Carlson, F. *Alternate methods of communication* (p. vii). Danville, IL: Interstate Printers and Publishers, Inc. (Sponsored by the National Student Speech-Language-Hearing Association.)
- Lloyd, L.L. (1982). [Review of: *Total communication: A signed speech program for nonverbal children.*] *American Journal of Mental Deficiency*, 86, 115-116.
- Luftig, R.L., Lloyd, L.L., & Page, J.L. (1982). Ratings of sign translucency and gloss concreteness of two grammatical classes of manual sign. *Sign Language Studies*, 37, 305-343.

- Rabush, D., Lloyd, L.L., & Gerdis, M. (1982). Communication enhancement bibliography (Parts I, II, and III.) *Communication Outlook*, 3(4), 1, 4-10; 4(1), 4-12; 4(2), 4-12. (Available on Apple II or TRS-80-III Diskettes through the Artificial Language Laboratory, Computer Science Departments, Michigan State University, East Lansing, MI, 48824.)
- Daniloff, J.K., Lloyd, L.L., & Fristoe, M. (1983). Amer-Ind transparency. *Journal of Speech and Hearing Disorders*, 48, 103-110.
- Karlan, G.R., & Lloyd, L.L. (1983). Considerations in the planning of communication intervention: I. Selecting a lexicon. *Journal of the Severely Handicapped*, 8(2), 13-25.
- Karlan, G.R., Lloyd, L.L., & Fristoe, M. (1983). The effects of presentation modality upon learning in a comprehension task using manual, oral, and dual mode stimulus cues. *Journal of Speech and Hearing Research*, 26, 436-443.
- Lloyd, L.L., & Daniloff, J.K. (1983). Issues in using Amer-Ind with retarded persons. In T.M. Gallagher, & C.A. Prutting (Vol. Eds.), *Pragmatic assessment and intervention issues in language* (pp. 171-194). San Diego, CA: College-Hill Press.
- Lloyd, L.L., & Doherty, J.E. (1983). The influence of production mode on recall of signs in normal adult subjects. *Journal of Speech and Hearing Research*, 26, 595-600.
- Lloyd, L.L., & Karlan, G.R. (1983). Symbol Selection Considerations. *Proceedings of the XIX World Congress of Logopedics and Phoniatrics* (Vol. III, pp. 1155-1160). Edinburgh Scotland.
- Luftig, R.L., Page, J.L., & Lloyd, L.L. (1983). Translucency of manual signs as a predictor of sign learnability. *Journal of Childhood Communication Disorders*, 6, 117-134.
- Lloyd, L.L. (1984). Comments on terminology. *Communicating Together*, February, 2(1), 19-21.
- REPRINTED IN:** (1985). *Augmentative and Alternative Communication*, 1, 95-97.
- Lloyd, L.L., & Karlan, G.R. (1984). Nonspeech communication symbols and systems: Where have we been and where are we going? *Journal of Mental Deficiency Research*, 28, 3-20. (An invited plenary presentation at the VIth Congress of the International Association for the Scientific Study of Mental Deficiency, Toronto, Canada, August 1982.)
- SPANISH TRANSLATION:** (1986). *Bulletin for Research in Special Education*, 1.
- Lloyd, L.L., & Kiernan, C.C. (1984). Graphic symbols: An overview. *Proceedings of the second International Conference on Rehabilitation Engineering (ICRE-II): Special sessions* (pp. 34-37). (Combined with the 7th Annual RESNA Conference, Ottawa, Canada, June 17-22.)

- Doherty, J.E., Daniloff, J.K., & Lloyd, L.L. (1985). The effect of categorical presentation on Amer-Ind transparency. *Augmentative and Alternative Communication, 1*, 10-16.
- Lloyd, L.L., Loeding, B., & Doherty, J.E. (1985). The role of iconicity in sign acquisition: Response to Orlanski and Bonvillian. *Journal of Speech and Hearing Disorders, 50*, 299-301.
- Bloomberg, K., & Lloyd, L.L. (1986). Aided symbols and systems: A resource list. *Communication Outlook, 7*(4), 24-30.
- Lloyd, L.L., & Fuller, D.R. (1986). Toward an augmentative and alternative communication symbol taxonomy: A proposed superordinate classification. *Augmentative and Alternative Communication, 2*, 165-171.
- Pennington, G.S., Karlan, G.R., & Lloyd, L.L. (1986). Considerations in the selection of sign systems and initial lexica. In D. Ellis (Ed.) *Sensory handicaps among mentally handicapped people* (pp. 383-404). Beckenham, England: Croom Helm, Ltd. Publishers. (Simultaneously published by College-Hill Press.)
- Vanderheiden, G., & Lloyd, L.L. (1986). Communication systems and their components. In S. Blackstone (Ed.) *Augmentative communication* (pp. 49-161). Rockville, MD: American Speech-Language-Hearing Association.
- Fuller, D.R., & Lloyd, L.L. (1987). A study of physical and semantic characteristics of a graphic symbol system as predictors of perceived complexity. *Augmentative and Alternative Communication, 3*, 26-35.
- Lloyd, L.L. (1987). Think ink: Perspectives on why, when, where, and how to publish. *Proceedings of the second annual Minspeak Conference* (pp. 179-190). (New Orleans, LA.) Wooster, OH: Prentke Romich Co. (This was an invited presentation.)
- Windsor, J., & Lloyd, L.L. (1987). Core (or basic) references on augmentative and alternative communication. *Augmentative and Alternative Communication, 3*, 102-111.
- Huer, M.B., & Lloyd, L.L. (1988). Parents' perspectives of AAC users. *Exceptional Parent, 18*, (4), 32-33.
- Huer, M.B. & Lloyd, L.L. (1988). Perspectives of AAC users. *Communication Outlook, 9*, (3), 10-18.
- Kangas, K.A., & Lloyd, L.L. (1988). Early cognitive prerequisites to augmentative and alternative communication use: What are we waiting for? *Augmentative and Alternative Communication, 4*, 211-221.

- Kangas, K.A., & Lloyd, L.L. (1988). Selection of specific unaided augmentative communication approaches. In D.E. Yoder & R.D. Kent (Eds.), *Decision making in speech-language pathology* (pp. 82-83), Toronto, Canada: B.C. Decker, Inc.
- Lloyd, L.L., & Kangas, K.A. (1988). Unaided augmentative and alternative communication: General consideration. In D.E. Yoder & R.D. Kent (Eds.), *Decision making in speech-language pathology* (pp. 78-81), Toronto, Canada: B.C. Decker, Inc.
- Lloyd, L.L., & Kangas, K.A. (1988). Think ink: Perspectives on why, when, where, and how to publish. *Proceedings of the third annual Minspeak Conference* (pp. 216-227). Wooster, OH: Prentke Romich Co. (This is an invited update of the 1987 presentation at the 2nd Annual Conference.)
- REPRINTED IN:** *Proceedings of the fourth annual Minspeak Conference*. (St. Louis, MO, November 15-16, 1989).
- REPRINTED IN:** *Proceedings of the fifth annual Minspeak Conference*. (Seattle, WA, November 13-14, 1990).
- Lloyd, L.L., & Kangas, K.A. (1988). AAC terminology policy and issues. *Augmentative and Alternative Communication*, 4, 54-57.
- Zangari, C., Kangas, K.A., & Lloyd, L.L. (1988). Augmentative and alternative communication: A field in transition. *Augmentative and Alternative Communication*, 4, 60-65.
- Lloyd, L.L. (1989). Augmentative and alternative communication. *American Journal on Mental Retardation*, 93, 500-502. (An invited commentary.)
- Lloyd, L.L. & Blischak, D. (1989). *AAC from A to Z*. West Lafayette, IN: AAC Editorial Office (Purdue University).
- Bloomberg, K., Karlan, G.R., & Lloyd, L.L. (1990). The comparative translucency of initial lexical items represented by five graphic symbol systems. *Journal of Speech and Hearing Research*, 34, 717-725.
- Huer, M.B., & Lloyd, L.L. (1990). AAC users' perspective on augmentative and alternative communication. *Augmentative and Alternative Communication*, 6, 242-249.
- Lloyd, L.L. (1990). AAC Visions and Needs for the Next Decade. In B. Mineo (Ed.) *Augmentative and alternative communication in the next decade. Visions Conference Proceedings* (pp. 65-68). Wilmington, DE: Alfred I. duPont Institute.
- Lloyd, L.L., & Fuller, D.R. (1990). The role of iconicity in augmentative and alternative communication symbol learning. In W.I. Fraser (Ed) *Key issues in mental retardation research* (pp. 295-306). London: Routledge. (Based upon an invited presentation at the

August 1988 Congress of The International Association for the Scientific Study of Mental Deficiency, Dublin, Ireland.)

- Lloyd, L.L., & Kangas, K.A. (1990). AAC terminology policy and issues update. *Augmentative and Alternative Communication*, 6, 167-170.
- Lloyd, L.L., Quist, R.W., & Windsor, J. (1990). A proposed augmentative and alternative communication model. *Augmentative and Alternative Communication*, 6, 172-183.
- Loeding, B.L., Lloyd, L.L., & Zangari, C. (1990). A “working party” approach to planning in-service training in manual signs for an entire public school staff. *Augmentative and Alternative Communication*, 6, 38-49.
- McEwen, I.R., & Lloyd, L.L. (1990). Positioning students with cerebral palsy to use augmentative and alternative communication. *Language, Speech, and Hearing Services in Schools*, 21, 15-21.
- McEwen, I.R., & Lloyd, L.L. (1990). Some considerations about the motor requirements for manual signs. *Augmentative and Alternative Communication*, 6, 207-216.
- Fuller, D.R., & Lloyd, L.L. (1991). Toward a common usage of iconicity terminology. *Augmentative and Alternative Communication*, 7, 215-220.
- Pennington, G.S., Wallis, J., & Lloyd, L.L. (1991). Augmentative and alternative communication: The preschool child with severe disabilities. In E. Cipani (Ed.), *A guide to developing language competencies in preschool children with moderate and severe handicaps* (pp. 111-161). Springfield, IL: C.C. Thomas.
- Schlosser, R.W., & Lloyd, L.L. (1991). Augmentative and alternative communication: An evolving field. *Augmentative and Alternative Communication*, 7, 154-160.
- Fuller, D.R., & Lloyd, L.L. (1992). Effects of physical configuration on the paired-associate learning of Blissymbols by preschool children with normal cognitive abilities. *The Journal of Speech and Hearing Research*, 35, 1376-1383.
- Fuller, D.R., Lloyd, L.L., & Schlosser, R.W. (1992). Toward an augmentative and alternative communication symbol taxonomy: II. Subordinate classifications. *Augmentative and Alternative Communication*, 8, 67-74.
- Lloyd, L.L., & Blischak, D. (1992). AAC terminology policy and issues update. *Augmentative and Alternative Communication*, 8, 104-109.
- Arvidson, H., & Lloyd, L.L. (1993). Core references on augmentative and alternative communication: core reference list 1993. *Augmentative and Alternative Communication*, 9, 288-293.

- Lloyd, L.L., Koul, R., & Arvidson, H. (1993). AAC master's and doctoral theses. *Augmentative and Alternative Communication, 9*, 196-225.
- Schlosser, R.W., & Lloyd, L.L. (1993). Effects of initial element teaching in a story-telling context on Blissymbol acquisition and generalization. *Journal of Speech and Hearing Research, 36*, 979-995.
- Koehler, L.J.S., Lloyd, L.L., & Swanson, L. (1994). Visual similarity between the manual and written letters of the English alphabet. *Augmentative and Alternative Communication, 10*, 87-95.
- Koul, R., & Lloyd, L.L. (1994). Survey of professional preparation in augmentative and alternative communication in speech-language pathology and special education programs. *American Journal of Speech-Language Pathology, 3*, 13-22.

- Lloyd, L. L. (1994). AAC editors reflections: Pleasures and problems. *The ISAAC Bulletin*, February, 1,2,3, & 7. (Invited.)
- Lloyd, L.L. (1994, August). Research issues and needs. *Proceedings of the second annual Employment Conference*. Pittsburgh, PA.
- Lloyd, L.L., & Kangas, K.A.(1994). Augmentative and Alternative Communication. In G.H. Shames, E. Wiig, & W. Secord (Eds.), *Human communication disorders* (4th Ed., pp. 606-657). Boston: Allyn & Bacon. (N.B. This is the first AAC chapter to appear in a major speech-language pathology introductory text. It was originally published by Merrill/Macmillan Publishing Company.)
- Lloyd, L.L., Koul, R., & Arvidson, H. (1994). AAC master's and doctoral theses update. *Augmentative and Alternative Communication*, 10, 61-65.
- Lloyd, L.L., & Soto, G. (1994) Augmentative and Alternative Communication. In T. Husen and T.N. Postlethwaite (Eds.) *The international encyclopedia of education* (2nd Ed.). Tarrytown, NY: Pergamon Press. (This is a new entry on AAC in the Special Education Section of the revision.)
- Zangari, C., Lloyd, L.L., & Vicker, B. (1994). A historic perspective of augmentative and alternative communication. *Augmentative and Alternative Communication*, 10, 29-60.
- Blischak, D., & Lloyd, L.L. (1996). A case study in multimodal augmentative and alternative communication. *Augmentative and Alternative Communication*, 12, 37-46.
- Lloyd, L. L., & Arvidson, H. H. (1996). AAC: Where have we been and what did we learn [OC: waar zijn we geweest en wat hebben we geleerd]? *Bezorgd voor verstandelijk gehandicapten in de 21e eeuw congres* [Caring for people with mental retardation in the 21st century]. Stichting A. Kinsbergen-Gehandicaptenzorg. Antwerp: Belgium.
- Lloyd, L.L., & Arvidson, H.H. (1996). AAC master's and doctoral theses update. *Augmentative and Alternative Communication*, 12, 200-208.
- Lloyd, L. L., Arvidson, H. H., & Koul, R. (1996). AAC master's and doctoral theses update. *Augmentative and Alternative Communication*, 12, 200-208.
- Quist, R.W., & Lloyd, L.L. (1996). Advances in AAC: Communication aids. *Contemporary Education*, 68 (1), 13-16. (Invited paper for a topical issue on technology.)
- Fuller, D. R., Lloyd, L. L. & Schlosser, R. W. (1997). What do we know about graphic AAC symbols, and what do we still need to know about them? In E. Bjorck-Akesson and P. Lindsay (Eds.) *Communicating naturally: Theoretical and methodological issues in augmentative and alternative communication, Proceedings of the fourth ISAAC Research Symposium, Vancouver, Canada, August 11-12, 1996* (pp. 113-125). Vasteras, Sweden: Malardalen University Press.

- Lloyd, L.L. (1997). Review of *Disorders of motor speech assessment, treatment and clinical characteristics*, Edited by D.A. Robin, K. M. Yorkston and D.R. Beukelman, Paul H. Brookes Publishers, 1996. In *Assistive Technology*, 9.1, 86.
- Lloyd, L.L., & Soto, G. (1997) Augmentative and Alternative Communication. In T. Husen and T.N. Postlethwaite (Eds.) *The international encyclopedia of education* (Second Edition). Tarrytown, NY: Pergamon Press. (This is a reprinting of the 1994 chapter which was a new entry on AAC in the Special Education section of the revision.)
- Loncke, F., VanderBeken, K., & Lloyd, L. L. (1997). Toward a theoretical model of symbol processing and use. In E. Bjorck-Akesson and P. Lindsay (Eds.) *Communicating naturally: Theoretical and methodological issues in augmentative and alternative communication: Proceedings of the fourth ISAAC Research Symposium, Vancouver, Canada, August 11-12, 1996* (pp.102-112). Vasteras, Sweden: Malardalen University Press.
- Schlosser, R.W., & Lloyd, L.L. (1997). Effects of paired-associate learning versus symbol explanations on Blissymbol comprehension and production. *Augmentative and Alternative Communication*, 13, 226-238.
- Schlosser, R. W., Lloyd, L. L., & McNaughton, S. (1997). Graphic symbol selection in research and practice: Making a case for a goal driven process. In E. Bjorck-Akesson and P. Lindsay (Eds.) *Communicating naturally: Theoretical and methodological issues in augmentative and alternative communication proceedings of the fourth ISAAC Research Symposium, Vancouver, Canada, August 11-12, 1996* (pp. 126-141). Vasteras, Sweden: Malardalen University Press.
- Kangas, K.A., & Lloyd, L.L. (1998). Augmentative and Alternative Communication. In G.H. Shames, E. Wiig, & W. Secord (Eds.), *Human communication* (5th Ed., pp. 510-551). Needham, MA: Allyn & Bacon. (N.B. This is a revision of the 1994 Lloyd and Kangas chapter, which was the first AAC chapter to appear in a major speech-language pathology introductory text. The authorship is reversed on this revision to reflect Kangas' greater responsibility for the chapter.)
- Koul, R., & Lloyd, L.L. (1998). Comparison of graphic symbol learning in individuals with aphasia and right hemisphere brain damage. *Brain and Language*, 62, 398-421.
- Quist, R.W., Lloyd, L.L., van Balkom, H., Welle-Donker Gimbrere, M., & VanderBeek, K. (1998). Blissymbol translucency values across cultures. In *ISSAC '98 proceedings*. Dublin, Ireland: Ashfield Publication for ISAAC copyright.
- Hetzroni, O.E., & Lloyd, L.L. (2000). Shrinking Kim: Effects of active versus passive computer instruction on the learning of element and compound Blissymbols. *Augmentative and Alternative Communication*, 16, 95-106.

- Pufpaff, L.A., Blischak, D.M., & Lloyd, L.L. (2000). Effects of modified orthography on the identification of printed words. *American Journal on Mental Retardation*, 105(1), 14-24.
- Hetzroni, O., Lloyd, L.L., & Quist, R.W. (2002). Translucency and complexity: Effects on Blissymbol learning using computer and teacher presentations, *Language, Speech, and Hearing Services in Schools*, 33, 291-303.
- Kangas, K.A., & Lloyd, L.L. (2002). Augmentative and Alternative Communication. In G.H. Shames, & N. Anderson (Eds.), *Human communication* (6th Ed., pp. 545-593). Boston: Allyn & Bacon. (N.B. This is a revision of the 1994 Lloyd and Kangas Chapter, which was the first AAC chapter to appear in a major speech-language pathology introductory text. The authorship was reversed on the 5th and 6th revisions to reflect Kangas' greater responsibility for the chapters.)
- Lloyd, L.L., van Balkom, H. (2003). Multicultural issues in research on gestures and manual signs. In S. von Tetzchner & M.H. Jensen (Eds.). *Perspectives on theory and practice in augmentative and alternative communication proceedings of the seventh Biennial Research Symposium of the International Society for Augmentative and Alternative Communication, Odense, Denmark, August 2002* (pp. 122-148). Toronto, Canada: International Society for Augmentative and Alternative Communication.
- Bornman, J., Alant, E., & Lloyd, L.L. (2004). Severe disability: Do primary health care nurses have a role to play? *Curationis*, 27 (2), 32-49.
- Ho, K.M., Weiss, S.J., Garrett, K.L., & Lloyd, L.L. (2005). The effect of remnant and pictographic books on the communicative interaction of individuals with global aphasia. *Augmentative and Alternative Communication*, 21, 218-232.
- Uys, C.J.E., Alant, E., & Lloyd, L.L. (2005) A play package for children with severe disabilities: A validation. *International Journal of Rehabilitation Research*. 17 (2) 133-154.
- Alant, E., & Lloyd, L.L. (2006). Guest editorial. *Disability and Rehabilitation*, 28, 141.
- Alant, E., Bornman, J., & Lloyd, L.L. (2006). Issues in AAC research: How much do we really understand? *Disability and Rehabilitation*, 28, 143-150.
- Kangas, K.A., & Lloyd, L.L. (2006). Augmentative and Alternative Communication. In G.H. Shames, & N. Anderson (Eds.), *Human communication* (7th Ed., pp. 436-470). Boston: Allyn & Bacon. (N.B. This is a revision of the 1994 Lloyd and Kangas chapter in the 4th edition, which was the first AAC chapter to appear in a major speech-language pathology introductory text. The authorship was reversed on the 5th-7th edition revisions to reflect Kangas' greater responsibility for the chapters.)
- Nigam, R., Schlosser, R. W. & Lloyd, L.L. (2006). Concomitant use of the matrix strategy and the mand-model procedure in teaching graphic symbol combinations. *Augmentative and Alternative Communication*, 22, 160-177.

- Van der Bijl, C., Alant, E., & Lloyd, L.L. (2006). A comparison of two strategies of sight word instruction in children with mentality disability. *Research in Developmental Disabilities, 27*, 43-55.
- Bornman, J., Alant, E., & Lloyd, L.L. (2007). A beginning communication intervention protocol: In-service training of health workers. *Education and Training in Developmental Disabilities, 42*, 190-208.
- Isaacson, M.D., Lloyd, L.L., & Schleppenbach, D., (2007). Reducing multiple interpretations of mathematical expressions with MathSpeak. In F. Golshani, J. Flach, & C. Shingledecker (Eds.). *Proceedings of the International Conference on Technology-based Learning with Disability*(10 pp.), Dayton, OH: Wright State University.
- Ratcliff, A., Koul, R.R., & Lloyd, L.L. (2008.) Augmentative and Alternative Communication Preparation in AAC: An update of speech-language pathology training. *American Journal of Speech-Language Pathology, 17*, 48-59.
- Wendt, O., & Lloyd, L.L. (2007). Grading Evidence and Critically Appraised Topics (CATs). In D. Lage, & S. von Tetzchner (Eds.). *Proceedings of the Ninth Biennial Research Symposium of the International Society for Augmentative and Alternative Communication (ISAAC)*. Toronto: ISAAC.