

LYLE L. LLOYD, CCC-A & SLP

Professor of Special Education

Professor of Speech, Language and Hearing Sciences

Purdue University, Beering Hall, Room 5158, West Lafayette, IN 47906

Phone: 765-494-7333, Fax: 765-496-1228 & E-mail: lloydAAC@purdue.edu

Lloyd's Web Page: <http://www.edst.purdue.edu/lloyd>

Purdue's Transdisciplinary AAC Program Web Page: <http://www.edst.purdue.edu/aac>

OFFICE ADDRESS:

Purdue University, 100 N. University Street, BRNG 5158, West Lafayette, IN 47907-2098

HOME ADDRESS & PHONE NUMBER:

1717 Sheridan Road, West Lafayette, IN 47906-2223, USA (Phone: 765-463-4302)

DATE & PLACE OF BIRTH:

August 10, 1934; St. Louis, Missouri

FAMILY:

Wife, Myrna and three sons, Gregory Scott (married with one daughter), David Andrew, Steven Daniel

EDUCATION:

B.S., 1956, Eastern Illinois University, Charleston, Illinois (Majors: Speech-Language Pathology, and Physical Education; Minors: Sociology, and Zoology)

M.A., 1959, University of Illinois, Urbana, Illinois (Major: Hearing and Speech Disorders; Minor: Special Education)

PhD, 1965, University of Iowa, Iowa City, Iowa (Major: Audiology and Speech Pathology with dissertation in Audiology and Mental Retardation, Thesis: *A comparison of selected auditory measures on normal hearing mentally retarded children*)

PROFESSIONAL EXPERIENCE:

Public School Speech Pathologist, Moweaqua, Illinois (full-time), 1956-59

Instructor, Department of Speech Pathology and Audiology, University of Iowa, Iowa City, Iowa (full-time), 1959-62

Audiologist, Constance Brown Hearing and Speech Center, Kalamazoo, Michigan (full-time), 1962-64

Instructor in Audiology, Speech Clinic, Western Michigan University, Kalamazoo, Michigan (part-time), 1963-64

Research Associate, Bureau of Child Research, University of Kansas, Parsons, Kansas (half-time), 1964-66

Director of Audiology, Speech and Hearing Department, Parsons State Hospital and Training Center, Parsons, Kansas (half-time), 1964-66

Chair and Associate Professor, Department of Audiology and Speech, Gallaudet College, Washington, D.C. (full-time), 1966-69

Executive Secretary (aka Scientific Review Administrator), Mental Retardation Research Committee, and Health Scientist Administrator for Communication Disorders, National Institute of Child Health and Human Development, National Institutes of Health, Bethesda, Maryland (full-time), 1969-77

Chair of Special Education, 1977-85, Purdue University, West Lafayette, Indiana (with academic appointments in two programs as shown below)

Professor, Special Education, Department of Educational Studies: and Professor of Speech-Language Pathology, Department of Speech, Language and Hearing Sciences, Purdue University, West Lafayette, Indiana (full-time 1977-88), (half-time 1988-93), (three-quarter-time 1993-97), (full-time 1997-present)

Assistant Director, Sponsored Programs Services, Purdue Research Foundation, West Lafayette, Indiana (half-time), 1988-93; (quarter-time) 1993-97

Faculty Associate, Center on Aging and the Life Course, Purdue University, West Lafayette, Indiana, 1999-present

Research and Grant Writing Consultant, gh LLC, Purdue Research Park, West Lafayette, Indiana, 2002-06 (part-time)

Extraordinary Professor, University of Pretoria, Pretoria, South Africa, 2003-05 (part-time)

GRANTS AND CONTRACTS (since joining Purdue faculty in 1977): *

A Series of Studies on the Facilitory Effects of Signing on the Development of Language. Purdue Internal Support of two undergraduate research trainees, 1977-78. Renewed for 1978-79 and 1979-80.

Special Education Materials and Resource Center. Indiana Department of Education, Division of Special Education. July 2, 1978-90. (This is an annual proposal for P.L. 94-142 discretionary funds to partially support our satellite materials center.)

International Travel Grant, Purdue Research Foundation, 1978, 1983, 1986, and 1990.

Meeting the Communication Needs of Severely/Profoundly Handicapped Children through In-Service Training. U.S. Department of Education, Office of Special Education and Rehabilitative Services. June 1979-May 1982 (with M. Fristoe).

Program Assistance Grant (Personnel Preparation to Meet the Needs of the Handicapped). U.S. Department of Education, Office of Special Education and Rehabilitative Services. June 1979-May 1982 (with D. R. Robson).

Non-Speech Communication: Studies of Factors Affecting the Facilitative Effects of Signing When Used as an Aid to Communication Development in Persons Having Severe Communication Impairments but Essentially Normal Hearing. U.S. Department of Education, Office of Special Education and Rehabilitative Services. September 1979-August 1982 (with M. Fristoe).

Effects of a Pre-Training General Imitation Experience on the Acquisition of Manual Signs by Severely Retarded Children. U.S. Department of Education, Office of Special Education and Rehabilitative Services. July 1980-December 1981. (N. Creekmore's Doctoral Student Research. **)

A Series of Studies of the Facilitory Effects of Nonspeech Systems on the Development of Communication. Purdue Internal Support of two undergraduate research trainees, 1980-81. (This is a modification of the previous trainee support to include aided systems.) Renewed for 1981-82, 1982-83, 1983-84, 1984-85, 1985-86, and 1986-87. Renewed for three trainees for 1987-88. Renewed for one trainee for 1988-89.

* From 1969-77 employment at NIH precluded grant applications. Prior to 1969, grants were obtained from NIH, RSA, USDE-BEH. Also, it should be noted that the USDE Bureau of Education for the Handicapped (BEH) activities was reorganized to the Office of Special Education and Rehabilitation Services (OSERS).

** These proposals were written primarily by the student, but the university and granting agency require that the grant is officially listed under the faculty supervisor's name.

The Relative Learnability of Manual Signs and Blissymbolics: An Investigation with Moderately and Severely Retarded Individuals. U.S. Department of Education, Office of Special Education and Rehabilitative Services. May 1981-April 1982. (C. Goossens' Doctoral Student Research..**)

David Ross (XR) Research Fellowship Support for Carol A. Goossens'. Purdue Research Foundation, May, 1981-April, 1982.**

Videotape Series for In-Service Training on Meeting the Communication Needs of the Severely/Profoundly Handicapped. State of Indiana Department of Mental Health. July, 1981.

Preparation of Leadership Personnel: A Research Training Program in Nonspeech Communication. U.S. Department of Education, Office of Special Education and Rehabilitative Services. June 1983-May 1986.

David Ross (XR) Research Fellowship Support for Judy Kay Byler. Purdue Research Foundation, August 1983-August 1985.**

The Transparency of Manual Signs in a Linguistic and Situational Nonlinguistic Context. U.S. Department of Education, Office of Special Education and Rehabilitative Services. September 1983-February 1985. (J. Byler's Doctoral Student Research.**)

Fulbright-Hays Research Grant-in-Aid, United States - United Kingdom Education Commission, January-July 1984.

PDN Region III Inservice Training Project. Indiana Department of Education CSPD Project. January-May 1985 (with P. Bardoczi, C. Lunsford & B. Rubinstein).

Purdue/Murdock School Linkage Proposal: Improving Performance of School Personnel in Meeting the Communication Needs of Severely Handicapped Students. Lilly Endowment, Inc. May 1985-April 1986.

Physical and Semantic Characteristics of Graphic Symbols as Predictors or Perceived Complexity. Purdue Internal Support of One Undergraduate Research Trainee, 1985-86 and 1986-87.

David Ross (XR) Research Fellowship Support for Donald R. Fuller. Purdue Research Foundation, June 1986-May 1988.** (Fuller completed his doctorate in August 1987 and the remaining nine months of support were transferred to another doctoral student.)

** These proposals were written primarily by the student, but the university and granting agency require that the grant is officially listed under the faculty supervisor's name.

The Effects of Associative Stories and Symmetry on the Production and Recognition of Manual Signs. U.S. Department of Education, Office of Special Education and Rehabilitative Services. September 1987-March 1989. (B. Loeding Doctoral Student Research.**)

Preparation of Leadership Personnel: An Applied Research Training Program. U.S. Department of Education, Office of Special Education and Rehabilitation Services. June 1986-November 1989. (This is a competitive renewal and extension of the June 1983-May 1986 Grant.)

David Ross (XR) Research Fellowship Support for Barbara L. Loeding. Purdue University, August 1987-August 1988.**

Augmentative and Alternative Communication Assessment: A Statewide Inservice Training Program. Indiana Department of Education, Division of Special Education. September 1987-June 1989 (with R. Quist and other members of the IAACC Education Task Force).

AAC Editorial Awards. Support of one \$2000 Editor's Award, one \$1000 Student Award, and one \$1000 Clinical Paper Award for papers published in ISAAC's international journal, AAC. Prentke Romich Co., Wooster, OH. January 1986-December 1993.

Prentke Romich AAC Fellowship. Graduate student support of the Editor of ISAAC's International Journal. Prentke Romich Co., Wooster, Ohio. August 1988-August 1991.

Phonic Ear AAC Distinguished Lectureship. Support for one international lecturer per year. Phonic Ear Co., Mill Valley, CA. August 1988-December 1993.

Augmentative and Alternative Communication State of the Art Conference. Indiana Department of Education, Division of Special Education. July 1989-June 1990 (with R. Quist).

Augmentative and Alternative Communication State of the Art Conference. Indiana Department of Mental Health. July 1989-June 1990 (with R. Quist).

Relationship of Communication Speed and Rate to the Perceived Communicative Competence of AAC Users Mainstreamed in High School Academic Classes. U.S. Department of Education, Office of Special Education Programs. September 1989-August 1990 (K. Kangas Doctoral Student Research. **)

Preparation of Leadership Personnel: A Doctoral and Postdoctoral Program in Augmentative and Alternative Communication. U.S. Department of Education, Office of Special Education Programs. September 1989-August 1994. (This is a competitive renewal of the June 1983-May 1986 and June 1986-November 1989 Grants.)

Iconicity and Other Characteristics of AAC Symbols. Purdue Internal Support of two undergraduate research trainees, 1989-90. (This is a modification and extension of the previous trainee support.) Support for one undergraduate research trainee, 1991-92, 1992-93, 1993-94, and 1994-95.

David Ross (XR) Research Fellowship Support for Barbara J. Nail. Purdue University, December 1990-January 1992. **

Graphic Symbol Characteristics, Developmental Incentive Grant, School of Education, Purdue University, March-August 1991.

AAC Device Grant, Indiana Lions Speech and Hearing, Inc. (Lions/IAACC Project), 1991 & 1992.

An Augmentative and Alternative Communication Preparation Program for Special Educators and Speech-Language Pathologists. U.S. Department of Education, Office of Special Education Programs. September 1992-August 1996. (Lloyd & Zangari.)

Effectiveness of Teaching Strategies for Learning and Using Blissymbols by Students with Mental Retardation. U.S. Department of Education, Office of Special Education Programs. September 1, 1993-August 31, 1995. (R. Schlosser; Doctoral Student Research.**)

Preparation of Leadership Personnel: A Doctoral and Postdoctoral Program in Augmentative and Alternative Communication. U.S. Department of Education, Office of Special Education Programs; September 1994-August 1995. (This is a competitive renewal of the 1983-86, 1986-89, and 1989-94 doctoral and postdoctoral grants.)

Augmentative and Alternative Communication (AAC) Team Development. Porter County Education Interlocal. July, 1994-June, 1995. (This is a state-wide inservice program.)

Augmentative and Alternative Communication (AAC) Collaborative Services and Professional Preparation Program. Greater Lafayette Area Special Services (GLASS). August 1994-July 1996. (This supports both service to GLASS students at Klondike Elementary School and personnel preparation.)

AAC Corporate Affiliates Program. Prentke Romich and Semantic Compaction Systems. July 1995-August 1996. (Support of the AAC program.)

Augmentative and Alternative Communication (AAC) Collaborative Services and Professional Preparation. Greater Lafayette Area Special Services (GLASS). July 1996-June 1997. (This supports both service to a GLASS classroom at Earhart Elementary School and professional preparation.)

Purdue-Pretoria Collaboration, MUCIA, January 1996-July 1997.

** These proposals were written primarily by the student, but the university and granting agency require that the grant is officially listed under the faculty supervisor's name.

Augmentative and Alternative Communication (AAC) Consultative Service, Greater Lafayette Area Special Services (GLASS). July 1997-June 1998. (This provides both AAC consultant services to GLASS and the support of one doctoral student.)

PRF Research Fellowship Support originally for Orit Hetzroni, Purdue University. June 1994-July 1995. (Hetzroni finished in 1995 so the project was suspended for 10 months and renewed with Helen Arvidson for September 1996-June 1997.**)

Edwin and Esther Prentke AAC Distinguished Lecture. Support for a lecture each year at the annual convention. Prentke Romich Co. and Semantic Compaction Systems. November 1997-present. (Submitted on behalf of the AAC Division of the American Speech-Language-Hearing Association. This contract is for an indefinite period, but the companies may terminate with a one-year notice.)

An Audiotactile General Chemistry Course for the Visually Impaired, National Science Foundation. June 1998-May 1999. (Lloyd & Schleppenbach; previously Lytle & Schleppenbach.)

A Collaborative Approach to the Preparation of Personnel to Serve Students with Severe Disabilities. U.S. Department of Education, OSERS, OSEP, proposed for July 1998-June 2001, but awarded for January 1998-December 2001. (Lloyd & Pufpaff.)

PRF Research Fellowship Support for Helen Arvidson, Purdue University. September 1996-June 1997.**

Overseas Research Fellowship from the Centre for Development of the South African Human Sciences Council, awarded December 1998. (\$2,500). The funding is actually a travel stipend for a visit to South Africa in February 1999. This funding is primarily to assist with the improvement of research activities at the University of Pretoria and the University of Durban-Westville relative to severe disabilities.

PRF Research Fellowship Support for Helen Arvidson, Purdue University. January-December 1999 but delayed the second year until January-December 2001 (Lloyd & Arvidson).

Augmentative and Alternative Communication (AAC) Collaborative Services and Professional Preparation Program. Greater Lafayette Area Special Services (GLASS). August 1999-June 2001. (This provides both AAC services to GLASS and to support of one graduate student.)

Purdue-Pretoria Collaboration. Purdue Global Initiative Faculty Grant. January-December 2000.

Undergraduate Equipment Grant. Purdue University, 2001. (Bennett & Lloyd.)

Augmentative and Alternative Communication (AAC) Consultative Service and Professional Preparation, Greater Lafayette Area Special Services (GLASS). (\$35,000). July 2001-June 2003. (This will expand the work scope of the GLASS project cited above which

provides both AAC services to GLASS and the support of one graduate student. The AAC consultant also supervises AAC practicum in the new work scope.)

Augmentative and Alternative Communication (AAC) Collaborative Services and Professional Preparation Program. Greater Lafayette Area Special Services (GLASS). September 2002–August 2004. (This provides both AAC services to GLASS and to support of three graduate students.)

PRF Research Fellowship Support for Oliver Wendt, Purdue University. January-December 2003.**

The effectiveness of augmentative and alternative communication (AAC) for children with autism: A meta-analysis of intervention outcomes. Clifford Kinley Trust Award, Purdue University. July 2003-December 2004. (Lloyd & Wendt.**)

The MathSpeak Digital Talking Book initiative, 21st Century fund, State of Indiana to ghLLC, March 2004–February 2006. (Scheppenbach & Lloyd as primary Purdue collaborator.)

Self-generation of Blissymbols on a Pathfinder. National Institutes of Health. STTR Phase I with the Prentke Romich Co. June 2004-May 2006. (Romich, Lloyd & Isaacson.**)

Augmentative and Alternative Communication (AAC) Collaborative Services and Professional Preparation Program to the Greater Lafayette Area Special Services (GLASS). July 2004-June 2005 (provides supervision of AAC assistants, direct AAC services to GLASS, and support of one graduate student).

Augmentative and Alternative Communication (AAC) Collaborative Services and Professional Preparation Program. Greater Lafayette Area Special Services (GLASS). September 2004-August 2006. (This provides both AAC services to GLASS and support of three graduate students.)

AAC & AT Research Support. ghLLC. September 2005-June 2006. (This provides assistantship support for one student.)

Development of a Pause Insertion Algorithm for Improving the Capacity of MathSpeak to Disambiguate Mathematical Expressions. PRF Research Grant. July 2006-June 2007. (Lloyd & Isaacson.**)

Augmentative and Alternative Communication (AAC) Collaborative Services and Professional Preparation Program. Greater Lafayette Area Special Services (GLASS). September 2006-August 2007. (This provides both AAC services to GLASS and support of two graduate students.)

Augmentative and Alternative Communication (AAC) Collaborative Services and Professional Preparation Program. Greater Lafayette Area Special Services (GLASS). September 2007-August 2008 with no cost extension to December 2008. (This provides both AAC services to GLASS and support of three graduate students.)

Providing Access to Science, Mathematics for students with disabilities using MathSpeak, National Science Foundation, (STTR, Phase I-B Supplement, submitted with ghLLC. July 2007-June 2008.(Schleppenbach, Lloyd & Isaacson.)

Providing Access to Science, Mathematics for students with disabilities using MathSpeak, National Science Foundation, (STTR, Phase I-B Supplement, submitted with ghLLC. January 2008-December 2008.(Schleppenbach, Lloyd & Isaacson.)

Augmentative and Alternative Communication (AAC) Collaborative Services and Professional Preparation Program. Greater Lafayette Area Special Services (GLASS). September 2008-August 2009. (This provides both AAC services to GLASS and support of three graduate students.)

FIELDS OF INTEREST:

Augmentative and alternative communication (especially test accommodations and alternate assessment; symbol sets and systems; lexical issues; intervention/teaching strategies; multiculturalism; and literacy) and assistive technology (especially high tech and low tech communication output aids and sensory aids)

Early assessment and intervention

Diversity/Multiculturalism (including cross-cultural & cross-linguistic research)

Mental retardation/developmental disabilities (including autism spectrum disorders)

Communication development and disabilities

Interdisciplinary and transdisciplinary research and professional preparation

Clinical/teacher and research preparation (including both quantitative and qualitative)

International exchange of information

Aging and geriatrics

Grant writing

Auditory assessment and function (especially of infants and other difficult-to-test individuals)

Aural habilitation

Distance learning

Program organization and administration (including staff/faculty development)

LICENSURES AND CERTIFICATIONS:

Certificate of Clinical Competence in both Speech Language Pathology and Audiology, American Board of Examiners in Speech Pathology and Audiology (prior to certification changes in 1965 held both Basic and Advanced Certification in both Audiology and Speech Pathology)

Illinois Teaching Certification in Language Arts (allowed to expire in 1960)

Maryland Board of Examiners for Audiologists, License (#66) in Audiology (allowed to expire in 1978)

Indiana Board of Examiners on Speech Pathology and Audiology License (#954) in both Audiology and Speech Pathology (allowed to expire in 1994)

PUBLICATIONS⁺ (in chronological order):

Lloyd, L.L. (1963). Have you a pupil with a hearing handicap? *Instructor*, 72, 62, 136.

Lloyd, L.L. (1964). *Audiometric interpretation*. Parsons, Kansas: L.L. Lloyd. (copyrighted as shown above-subsequently revised for commercial publication - see Lloyd & Kaplan, 1978; Kaplan, Lloyd, & Gladstone, 1993).

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.

⁺ Includes; books, journal articles, and other published print materials in one listing. Chapters authored or co-authored in books and proceedings edited or co-edited by Lloyd are omitted to save space (list supplied upon request). Edited and authored books include several published by University Park Press, which were subsequently (i.e., as of June 1985) published by ProEd of Austin, Texas, and other publishers.

Lloyd, L.L., & Frisina, D.R. (1965). (Eds.). *The audiologic assessment of the mentally retarded: Proceedings of a national conference*. Parsons, KS: Speech and Hearing Department, Parsons State Hospital and Training Center.

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.
- Fulton, R.T., & Lloyd, L.L. (Eds.). (1969) *Audiometry for the retarded: With implications for the difficult-to-test*, Baltimore: Williams & Wilkins.
- 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). *Bibliography in the dual handicaps of hearing impairment and mental retardation*. Washington, D.C.: The American Association on Mental Retardation.
- 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.
- Schiefelbusch, R.L., & Lloyd, L.L. (Eds.). (1974). *Language perspectives - Acquisition, retardation, and intervention*. Baltimore: University Park Press, (simultaneously published by MacMillan Press Ltd.).
- Fulton, R.T., & Lloyd, L.L. (Eds.). (1975). *Auditory assessment of the difficult-to-test*. Baltimore: Williams and Wilkins. (This is an extensive revision including a major refocusing of Fulton and Lloyd, 1969.)
- REPUBLISHED IN SPANISH:** (1979). *Evaluation audiológica en personas difíciles de examinar*. Barcelona: Salvat Editores, S.A.
- 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.
- Kaplan, H., & Lloyd, L.L. (1976). *DHEW research, service, and training programs in hearing, speech, and language*. Washington, D.C.: U.S. Government Printing Office.
- Lloyd, L.L. (Ed.).(1976). *Communication assessment and intervention strategies*. Baltimore: University Park Press.
- 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.

Lloyd, L.L., & Kaplan, H. (1978). *Audiometric interpretation*. Baltimore, MD: University Park Press. (This is an extensive revision of Lloyd, 1964.)

JAPANESE TRANSLATION BY Yasuya Nomura, Isuzu Kawabata, Masaaki Yamane, & Kenji Nakamura, (1981), Tokyo University Press.

Minifie, F.D., & Lloyd, L.L.(Eds.), (1978). *Communicative and cognitive abilities: Early behavioral assessment*. Baltimore: University Park Press.

- 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.
- Schiefelbusch, R.L., & Lloyd, L.L. (Eds.).(1988). *Language perspectives - acquisition, retardation, and intervention* (Second Edition). Austin, TX: Pro-Ed. (This is an update of the 1974 book.)
- 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.
- Cregan, A., & Lloyd, L.L. (1990). *Sigsymbols: American edition*. Wauconda, IL: Don Johnston Developmental Equipment. (An update of the 1984 experimental edition; based on work during Lloyd's sabbatical and 1984 ISAAC and ASHA presentations.)
- 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.
- Kaplan, H., Lloyd, L.L. & Gladstone, V.S. (1993). *Audiometric interpretation* (Second Edition). Boston: Allyn & Bacon. (This is an extensive revision of the 1978 Lloyd & Kaplan book published by University Park Press and subsequently by Pro-Ed. Because of my need to focus more on other areas, I asked Kaplan to assume the first authorship. We agreed to add Gladstone primarily for one chapter.)
- 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., Fuller, D.R., & Arvidson, H.H. (Eds.). (1997). *Augmentative and alternative communication: Handbook of principles and practices*. Boston: Allyn & Bacon. (This is a major textbook of approximately 380,000 words.)
- 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., & VanderBeck, K. (1998). Blissymbol translucency values across cultures. In *ISSAC '98 proceedings*. Dublin, Ireland: Ashfield Publication for ISAAC copyright.

- Loncke, F.J., Clibbens, J.P., Arvidson, H.H. & Lloyd, L.L. (Eds.) (1999). *Augmentative and Alternative Communication: New directions in research and practice*. London: Whurr Publishers.
- 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.
- Alant, E. & Lloyd, L.L. (Eds.), (2005). *Augmentative and alternative communication: Beyond Poverty*. London: Whurr Publishers. Subsequently published by Chichester, England: John Wiley & Sons, Ltd. as of March 2006.
- 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., & Schleppebach, 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.
- Wendt, O., Quist, R.W., & Lloyd, L.L. (Eds.). (Under contract.) *Assistive technology: Principles and applications for communication disorders and special education*. San Diego, CA: Academic Press.
- Lloyd, L.L., Arvidson, H.H., & Fuller, D.R. (Under contract.) *AAC from A to Z*. San Diego, CA: Academic Press.

CURRENT RESEARCH IN ADDITION TO THESES (in alphabetical order):

Davis, M.A., Lloyd, L.L., Arvidson, H.H., & Bennett, D.E. (ms under revisions). The AAC and AT profile of the Indiana Assessment System of Educational Proficiencies.

Isaacson, M. & Lloyd, L.L. *The efficacy of self-generation software for teaching graphic symbols.*

Lloyd, L.L., Isaacson, M., Williford, J., Carter, E., & Schleppenbach, D. *MathSpeak efficacy.*

Quist, R.W., Lloyd, L.L. *Blissymbol iconicity as determined by Dutch and American children.*

Wendt, O., Brooks, D., & Lloyd, L. L. *Translucency Ratings of 91 Blissymbols by African American College Students. (This is the first phase of a project on Intercultural ratings of translucency.)*

FILM:

Fulton, R.T., Spradlin, J.E., & Lloyd, L.L. (1969). *Operant audiometry with severely retarded children: Positive reinforcement discrimination* [Film]. (Produced by Bureau of Child Research, University of Kansas, and Parsons State Hospital and Training Center.)

SCIENTIFIC EXHIBIT:

Wilson, W.R., Moore, J.M., Decker, T.N., & Lloyd, L.L. (1975, November). Behavioral Assessment of Hearing Sensitivity in Infants. American Speech and Hearing Association Fiftieth Anniversary Annual Meeting, Washington, D.C. (Received Second-place Award for Excellence of Presentation.)

PUBLICATION REVIEW AND EDITING (in addition to personal publications above):

Consulting Editor, *American Journal of Mental Deficiency*, 1966-69 (*Ad Hoc*, 1970-74, 1977-79), 1980-82 (aka *American Journal on Mental Retardation*; *Ad Hoc*, 1998, 1999)

Editorial Consultant, *Journal of Speech and Hearing Disorders*, 1966-67, 1980-83

Editorial Consultant, *Journal of Speech and Hearing Research*, 1975-76 (*Ad Hoc*, 1974) (aka *Journal of Speech, Language, and Hearing Research*, *Ad Hoc* 2002, 2004, 2006)

Reviewer, *Volta Review*, 1972-75

Editorial Consultant, *Mental Retardation*, 1972-77 (*Ad Hoc*, 1979), 1981-85, (*Ad Hoc*, 1986-1987)

Guest Editor, *Mental Retardation*, April 1972 (special issue on communication disorders)

Reviewer, Williams and Wilkins, 1970-74

Reviewer, University Park Press, 1973-85

Reviewer, University of Minnesota Press, 1975

Consulting Editor (N.R. Ellis, Editor), *International Review of Research in Mental Retardation*, Vol. 8, Academic Press, 1976

Editorial Consultant, *Journal of Childhood Communication Disorders*, 1976-85

Series Editor, PERSPECTIVES IN AUDIOLOGY, University Park Press. As of June 1985, this series was published by Pro-Ed and as of 1991 by Allyn & Bacon for selected titles. The series included the following books:

Noise and audiology (edited by D.M. Lipscomb, 1978)

Supervision in audiology (by J.A. Rassi, 1978)

Communicating with deaf people: A resource manual for teachers and students of American Sign Language (by H.W. Hoemann, 1978)

Language development and intervention with the hearing impaired (by R.R. Kretschmer, Jr., & L.W. Kretschmer, 1978)

Auditory management of hearing-impaired children: Principles and prerequisites for intervention (edited by M. Ross & T.G. Giolas, 1978)

American Sign Language and sign systems (by R.B. Wilbur, 1979)

Hearing assessment (edited by W.F. Rintelmann, 1979; Second Edition, 1990)

Introduction to aural rehabilitation (edited by R.L. Schow & M.A. Nerbonne, 1980; Second Edition, 1989)

The sounds of speech communication: A primer of acoustic phonetics and speech perception (J.M. Pickett, 1980)

Acoustical factors affecting hearing and performance (edited by G.A. Studebaker & I. Hochberg, 1980)

Aging and the perception of speech (by M. Bergman, 1980)

Forensic audiology (edited by M.B. Kramer & J.M. Armbruster, 1982)

Principles of speech audiometry (edited by D.F. Konkle & W.F. Rintelmann, 1983)

Speech of the hearing impaired (edited by I. Hochberg, H. Levitt, & M.J. Osberger, 1983)

Oral interpreting: Principles and practices (edited by W. H. Northcott, 1984)

Contributing Editor, *Communication Outlook*, 1980-present

Editorial Consultant, *Applied Research in Mental Retardation*, 1980-84

Reviewer, Burgess Publishing Company, 1981-82

Reviewer, *Journal of Applied Behavior Analysis (Ad Hoc)*, 1981-82)

Reviewer, *Augmentative and Alternative Communication (Ad Hoc)*, 1984-85), 1995

Reviewer, *Journal of Mental Deficiency Research (Ad Hoc)*, 1985)

Editorial Consultant, *Human Communication Canada*, 1985-88

Honorary Editor, *The Speech and Hearing Newsletter* (of India) 1985-present

Editor, *Augmentative and Alternative Communication (AAC)*, 1986-91; second term 1992-94
(1994 transition service for the March and June issues)

Reviewer, Gallaudet University Press, 1987-88

Reviewer, *AAMR Monographs*, 1989

Advisory Editorial Board, *Journal of Clinical Speech and Language Studies*, 1990- 01

Reviewer, *American Journal of Speech Language Pathology (Ad Hoc)*, 1998, 2000)

Reviewer, *Journal of Medical Speech Language Pathology (Ad Hoc)*, 1998)

Reviewer, *Journal of Applied Psycholinguistics (Ad Hoc)*, 1999-00)

Reviewer, Academic Press, 2001-present

Series Editor, *AUGMENTATIVE AND ALTERNATIVE COMMUNICATION PERSPECTIVES*,
Academic Press/Elsevier. This series includes the first EBP Book in either education or
speech-language pathology. It also includes the first literacy book in AAC. The series includes
the following books:

*The efficacy of augmentative and alternative communication: Toward evidence-based
practice* (by R. W. Schlosser, 2003)

Literacy and augmentative and alternative communication (by M. Smith, 2004)

Aphasia and augmentative and alternative communication (by R. Koul, est. 2008)

AAC from A to Z (by L. L. Lloyd, H. H. Arvidson, & D. R. Fuller, est. 2008)

*Assistive technology: Principles and applications for communication disorders and
special education* (edited by O. Wendt, R. W. Quist, & L. L. Lloyd, est. 2008)

Low tech communication strategies: Principles and practices (under development, est.
2009)

Reviewer, *Perspectives in Education*, June 2004

Guest Editor (with E. Alant), *Disability and Rehabilitation*, 2005–06 (Special issue on research issues in AAC)

Reviewer, *Psychology in the Classroom*, 2007

Editorial Board, Reviewer and Expert Commentator, *Evidence-based Communication Assessment and Intervention*, November 2006-present

Editorial Board, EVIDAAC: A Database of Appraised **E**vidence in **A**ugmentative and **A**lternative **C**ommunication, October 2007-September 2010. (EVIDAAC was funded by the U.S. Department of Education, National Institute on Disability and Rehabilitation Research Project Directors R.W. Schlosser, J. Sigafos, G. Eysenbach, & P. Dowden.)

Reviewer, *International Journal of Language & Communication Disorders*, 2008

HONORS AND AWARDS:

Dean's List last four quarters as an undergraduate (Honors and High Honors), 1955-56

Member, Sigma Alpha Eta, 1955

Illinois PTA Scholarship in Mental Retardation, 1956

Elected to the Society of Sigma XI by the University of Iowa, 1966

Certificate of Appreciation, American Speech and Hearing Association, 1971, 1975, 1977, 1981

Fellow, American Association on Mental Deficiency, 1972

Fellow, American Speech and Hearing Association, 1973

American Men and Women of Science, 12th Edition, 1973, p. 1504

DHEW Sustained High Quality Work Performance Award, 1973

American Speech and Hearing Association Scientific Exhibit Award, Excellence of Presentation, Second-place Award, 1975

Who's Who in the South and Southwest, 15th Edition, 1976

Honors of the CEC Division for Children with Communication Disorders, 1981

Who's Who in the Midwest, 19th Edition, 1984

Fulbright-Hays Senior Research Scholar, Thomas Coram Research Unit, University of London, January-July 1984

Nominated for a Japan Society for the Promotion of Science Visiting Senior Professorship at the National Institute of Special Education, Yokosuka, Japan, Summer, 1985
NIH Travel Award. One of 20 people invited to participate in Research Symposia at the IASSMD Congress in Dublin, Ireland, August 1988

ISAAC President's Awards for 1986-88, October 24, 1988, and for 1996-98, August 1999

Distinguished Alumni Award, Eastern Illinois University, Department of Communication Disorders, 1993 (This was the first Distinguished Alumni Award by the Department. It was presented during the 25th anniversary of the establishment of the graduate program)

ISAAC Distinguished Service Award for 1993-94, October 1994

Honors of ASHA, November 2002

Extraordinary Professor, University of Pretoria, 2003-05

Fellow, International Society of Augmentative and Alternative Communication, November 2004

Outstanding Graduate Faculty Mentor, College of Education, Purdue University, March 2006

Honorary Doctorate (*honoris causa*), University of Pretoria, May 2006

Other appointments and elected offices that may be considered as honors are listed under the heading "ORGANIZATION MEMBERSHIPS, OFFICES AND APPOINTMENTS" (see pp. 36-41)

THESIS SUPERVISION (since joining Purdue Faculty in 1977):

Arvidson, Helen (2000). Comparative study of two modes of response: Direct selection and scanning. Doctoral dissertation, Purdue University.

Blischak, Doreen (1995). Use of line drawings and synthetic speech during assessment and instruction of prereading skills. Doctoral dissertation, Purdue University.

Bloomberg, Karen (1984). The comparative translucency of initial lexical items represented by five graphic symbol systems. Master's thesis, Purdue University. (Co-chair with G.R. Karlan.)

Bornman, Juan (2001). The development of a primary level communication intervention protocol for children with severe disabilities. Doctoral dissertation, University of Pretoria. (Co-promoter, aka external co-chair member.)

Cartwright, Nelson (1999). An investigation of barriers in the workplace as experienced by individuals with physical disabilities who use vocal output communication aids. Doctoral dissertation, Purdue University.

- Chae, Soo-Jung. (est. 2010). Doctoral student in Special Education; Dissertation topic under development, Purdue University.
- DaFonte, Maria Alexandra (est. 2008). Doctoral student in Special Education; Dissertation topic under development, Purdue University. (Co-chair with T. Taber-Doughty.)
- Davidson, Krista Hildebrand (est. 2006). Education Specialist student in Special Education; Project topic under development, Purdue University.
- Doherty, Jane E. (1985). The effects of translucency and handshape difficulty on sign acquisition by preschool children. Doctoral dissertation, Purdue University. (Co-chair with G.R. Karlan.)
- Dunham, Judy K. (1985). Transparency of manual signs in linguistic and nonlinguistic contexts. Doctoral dissertation, Purdue University.
- Freeman, Sally A. (1983). A comparison of four methods of teaching spelling vocabulary to fourth-grade learning disabled students. Doctoral dissertation, Purdue University. (Co-chair with S. Graham.)
- Fuller, Donald R. (1987). Effects of translucency and complexity on the associative learning of Blissymbols by cognitively normal children and adults. Doctoral dissertation, Purdue University.
- Garrity, Megan (est. 2008). Thesis-option Master's student in Speech, Language and Hearing Sciences; thesis topic under development in the area of cultural influences in graphic symbol iconicity, Purdue University.
- Gauthier, R. Adrien. (1980). A descriptive-analytic study of teacher-student interaction in mainstreamed physical education classes. Doctoral dissertation, Purdue University. (Co-chair with N. Pollard.)
- Goossens', Carol Anne. (1983). The relative iconicity and learnability of verb referents differentially represented by manual signs, Blissymbols, and rebus symbols: An investigation with moderately retarded individuals. Doctoral dissertation, Purdue University.
- Hetzroni, Orit. (1995). Effects of computer-assisted instruction on the acquisition and generalization of Blissymbols while using elements for teaching compounds. Doctoral dissertation, Purdue University.
- Ho, Kim. (2001). Examining the effectiveness of two teaching strategies on the learning of graphic symbols for AAC users. Doctoral dissertation, Purdue University.

- Isaacson, Mick. (est. 2009). The efficacy of self-generation software for learning graphic symbols. Doctoral dissertation, Purdue University.
- Kangas, Kathleen A. (1990). Relationship of communication speed and rate to the perceived communicative competence of high school AAC users. Doctoral dissertation, Purdue University.
- Koul, Rajinder (1994). The Effects of graphic symbol iconicity and complexity on the acquisition of Blissymbols by individuals with aphasia and individuals with right hemisphere brain damage. Doctoral dissertation, Purdue University.
- Loeding, Barbara L. (1989). The effects of associative stories and symmetry on the production and recognition of manual signs. Doctoral dissertation, Purdue University.
- Marti, Rebecca Nell (1979). A comparison of normal and learning disabled children on the test of language development. Education Specialist Project, Purdue University.
- Mathew, Samuel N. (est. 2009). An assessment tool to estimate the secondary injury potential of assistive technology adopted by farmers with disabilities, Doctoral dissertation, Purdue University.
- McCarty, Candice (est. 2008). Doctoral student in Special Education; Dissertation topic under development, Purdue University.
- Monge, Maria Jose (est. 2008). Communication and challenging behaviors in Anglema Syndrome: A case study. Master's thesis, Purdue University.
- Nail-Chiwetalu, Barbara J. (1991). The effects of translucency and complexity on the learnability of Blissymbols by students with mental retardation. Doctoral dissertation, Purdue University.
- Nigam, Ravi. (1999). Concomitant Use of Matrix Training Strategy and Mand-Model procedure in acquisition and generalization of early semantic relational forms with children who use AAC. Doctoral dissertation, Purdue University.
- Ochoa, Tamara (est. 2010). Thesis-option Master's student in Speech, Language and Hearing Sciences; thesis topic under development in the area of cultural influences in graphic symbol iconicity, Purdue University.
- Pufpaff, Lisa. (2005). The effects of non-speech response mode in phonological sensitivity assessment tasks. Doctoral dissertation, Purdue University.
- Saadi, Tarik (est. 2008). Doctoral student in Special Education; Dissertation topic under development, Purdue University.

Schlosser, Ralf W. (1994). Effectiveness of teaching strategies for learning and using Blissymbols by students with mental retardation. Doctoral dissertation, Purdue University.

Srinivasan, Saranya (est. 2009). Doctoral student in Special Education; Dissertation topic under development, Purdue University.

Soto, Gloria (1994). Teachers' Beliefs Toward Students with Severe Communication Impairments and Their Use of AAC Systems. Doctoral dissertation, Purdue University.

Tan, Minghua (est. 2009). Doctoral student in Special Education; Dissertation topic under development, Purdue University. (Co-chair with O. Wendt.)

Uys, C.J.E. (2002). The validation of a play package to facilitate the development of communication related skills. Doctoral dissertation, University of Pretoria (co-promoter, aka external co-chair).

Wendt, Oliver (2006). The Effectiveness of Augmentative and Alternative Communication for Individuals with Autism Spectrum Disorders: A Systematic Review and Meta-Analysis. Doctoral dissertation, Purdue University.

Zangari, Carole (1992). Preferences among types of pictographic symbols by individuals with moderate and severe cognitive impairments. Doctoral dissertation, Purdue University.

OTHER THESIS COMMITTEES (since joining Purdue faculty in 1977):

Alant, Erna (1984). The development of a procedure for analyzing communication of pre-school children. Doctoral dissertation, University of Pretoria. (External examiner.)

Antunes, Katherine E. (1978). The effect of the presence of manual signs on a paired-associates learning task. Master's thesis, Purdue University.

Bristow, Diane C. (1980). A comparison of the learnability of basic ideographic symbols and manual signs. Master's thesis, Purdue University.

Casey, Maureen (2004). A comparison of a non-spoken response mode and a spoken response mode in a test of phonological awareness. Master's thesis, University of Pretoria. (External examiner.)

Dada, Shakila (1999). Teacher's attitudes towards children with little or no functional speech using two AAC devices. Master's thesis, University of Pretoria. (External examiner.)

Dada, Shakila (2004). The impact of aided language stimulation on the receptive language abilities of children with little or no functional speech. Doctoral dissertation, University of Pretoria. (External examiner.)

- Davis, Melanie A. (1999). The concurrent validity of the Indiana assessment system of educational proficiencies. Doctoral dissertation, Purdue University.
- Ford, Bridgie A. (1983). The ability of special education teachers of EMR students to distinguish between behavioral examples descriptive of mental retardation and behavioral examples descriptive of traditional black culture. Doctoral dissertation, Purdue University.
- Griffith, Cynthia C. (1987). Investigating the comprehension, recall, and transfer of factual information in social studies texts by fifth grade students with variation in the presence or absence of graphic representations and explicitness or implicitness of instruction. Doctoral dissertation, Purdue University.
- Hession, Carol M. (1991). Speech understanding and aging: Contributions of peripheral and central mechanisms. Doctoral dissertation, Purdue University.
- Iacono, Teresa, A. (1986). A comparison of physical shaping and imitation techniques in teaching signs to intellectually disabled individuals. Master's thesis, Lincoln Institute of Health Sciences. (External examiner.)
- Kelsch, Joanne E. (1979). Amer-Ind recognition in patients with aphasia. Master's thesis, Purdue University.
- Koekemoer, H. (est. 2002). The comparison between the ease of acquisition and retention of Blissymbolics and Cyberglyphs. Master's thesis, University of Pretoria. (External examiner.)
- Langlois, Jean A. (1982). A comparison of the learning and retention of one-handed and two-handed manual signs. Master's thesis, Purdue University.
- Lilienfeld, Margaret S. (2000). The attitude of children towards unfamiliar peers who use AAC. Master's thesis, University of Pretoria. (External examiner.)
- Luftig, Richard L. (1980). Identification and recall of structurally important units in verbal discourse as a function of metacognitive processing of mentally retarded children. Doctoral dissertation, Purdue University.
- McEwen, Irene (1989). Position as a control parameter of social-communicative interaction between severely multiple disabled students and classroom staff. Doctoral dissertation, Purdue University.
- McNaughton, Shirley (1997). The relationship between graphic representational processing and word representation acquisition. Doctoral dissertation, University of Toronto, Ontario Institute for Studies in Education. (External committee member.)

- Meyer, Martha J. (1989). Effects of modeling on aggressive behavior in hyperactive/aggressive boys and normal controls in solitary and social play contexts. Doctoral dissertation, Purdue University.
- Moolman, E. (1994). A comparison of two training approaches in the learning of Blissymbolics by cognitively handicapped children. Master's thesis, University of Pretoria. (External examiner.)
- Opperman, S. B. (2000). The coping responses of the adolescent siblings of children with severe disabilities. Master's thesis, University of Pretoria. (External examiner.)
- Page, Judith L. (1981). Comparison of translucency ratings of manual signs representing nomination, action, and attribution by pre-school, school age, and adult subjects. Doctoral dissertation, Purdue University.
- Pennington, Gwendolyn S. (1989). Using structured dyadic movement activities to elicit presymbolic communicative behaviors with severely handicapped children. Doctoral dissertation, Purdue University.
- Politano, Patricia A. (2007). Factors impacting success of interactions involving augmentative communication methods. Doctoral dissertation, University of Illinois-Chicago Circle. (External committee member.)
- Popich, Elsa (1997). The impact of a digital speaker on a teacher's interaction with a non-speaking child in the classroom situation. Master's thesis, University of Pretoria. (External examiner.)
- Reynolds, Brian W. (1980). Speechreading training related to the Danish Mouth Hand System for adventitiously hearing impaired adults. Doctoral dissertation, Purdue University.
- Romski, Mary Ann (1980). Manual sign acquisition variables in Down's Syndrome children. Doctoral dissertation, University of Kansas. (Special consultant and *Ad Hoc* committee member.)
- Short, Lori (1993). Roles of maturation and experience in visual categorization and perceptual reorganization for speech. Master's thesis, Purdue University.
- Simmons, Deborah C. (1986). The componential analysis of analogical reasoning abilities of learning disabled and normal achieving elementary-age children: A comparative and descriptive investigation. Doctoral dissertation, Purdue University.
- Solish, Barbara (2001). Doctoral dissertation, University of Pretoria. (External examiner.)
- Srinivasan, Bharati (2000). Culture, disability, and mother-child interaction: An Indian example. Doctoral dissertation, Purdue University.

Toro, Wanda (1996). An Evaluation of Supervision in a Field-based Practicum Experience in Severe Disabilities. Doctoral dissertation, Purdue University.

Van der Merwe, E. (2000). Young adults' associations with Minspeak™ icons. Master's thesis, University of Pretoria. (External examiner.)

Weed, Jessica M. (est. 2004). Optional infinitive grammatically judgments in typically developing children. Master's thesis, Purdue University.

Zimmerman, Gail B. (1980). A comparison of the efficacy of photographs and line drawings as representational stimuli for very young children. Master's thesis, Purdue University.

COURSES TAUGHT AT PURDUE UNIVERSITY

ED 230 (aka EDPS 260) – Introduction to Special Education, 3 credits (taught several semesters between 1977 & 1985).

EDPS 265 – The Inclusive Classroom, 3 credits (taught as a four-week intensive as part of the Block II study abroad program in South Africa, 2004, 2005 & 2006).

AUS/SLHS 540/EDPS 562 – Augmentative and Alternative Communication, 3 credits (fall semester; this course was originally offered in spring 1978 as a various title seminar registration for the first few years until it was approved as a regular course).

AUS 550 – Aural Rehabilitation, 3 credits (offered several semesters between 1979 and 1983).

AUS 560 – Pediatric Audiology, 3 credits (fall 1977).

EDPS 660A – AAC Practicum, 1-6 credits (fall, spring, and summer sessions).

EDPS 664A – Special Education Research Seminar, 1-4 credits (initiated in 1979 as an antecedent to 664B).

EDPS 664B – AAC Research Seminar, 1-4 credits (fall, spring, and summer sessions).

In addition to the above courses, there are frequent guest lectures in the introductory courses in Special Education and in Speech, Language, and Hearing Sciences.

ORGANIZATION MEMBERSHIPS, OFFICES AND APPOINTMENTS.#

Fellow, American Speech-Language-Hearing Association (ASHA), 1959-present
Certificate of Clinical Competence in Audiology

State and city professional memberships and offices in Illinois, Iowa, Michigan, and Kansas omitted to save space (supplied upon request).

Certificate of Clinical Competence in Speech Pathology
Member, Committee on Mental Retardation, 1965-67
Chair, Committee on Mental Retardation, 1965-67
Chair, Language and Language Disorders Subcommittee, 1970 Convention Committee
Legislative Councilor, 1971-73
Chair, Scientific Exhibits Subcommittee, 1972 Convention Committee
Member, Nomination Committee, 1972-73
Member, Professional Affairs Subcommittee, 1974 and 1975 Convention Committees
Member, Steering Committee, Hearing Impairment and Mental Retardation Project, 1973-75
Member, Scientific and Professional Meetings Board (SPMB), 1975-80
Chair, Habilitative Audiology Subcommittee, 1976 and 1977 Convention Committees
Chair, SPMB *Ad Hoc Committee on Interpreters for the Deaf*, 1976-77
Chair, 1978 Convention Committee
Chair, Professional Affairs Subcommittee, 1979 Convention Committee
Chair, SPMB, 1979
Member, Coordinating Committee on Education and Scientific Affairs, 1979
Member, *Ad Hoc* Committee, Communication Processes and Nonspeaking Persons, 1979-84
Member, Advisory Committee, Hearing Impairment and Developmental Disabilities Joint Project (with Gallaudet College), 1981-82
Liaison Representative to the American Association on Mental Deficiency, 1984-85
Consultant and Guest Faculty, Preparation of Leadership Personnel Project on Augmentative Communication, 1985-86
Chair, Language Disorders III (Augmentative and Alternative Communication) Subcommittee, 1989 Convention Committee
Member, Board of Division Coordinators, 1996-98
Chair, Augmentative and Alternative Communication Subcommittee, 1997 Convention Committee
Liaison Representative to RESNA, 1997

Member, District of Columbia Speech and Hearing Association, 1966-77
Delegate to ASHA House of State Delegates (HSD), 1968-69
Member, HSD *Ad Hoc Committee on Education and Training*, 1968-69
President, 1969-71
Member, Nomination Committee, 1975

Founding Member, ASHA Augmentative and Alternative Communication Special Interest Division (SID #12), 1992-present
Member, Professional Preparation Committee, 1993-02
Member, Developmental Disabilities Study Group, 1994-96
Member, Aging Study Group, 1994-96
Steering Committee Coordinator (elected position), Augmentative and Alternative Communication Special Interest Division (SID #12), 1996-98
Chair, Selection Committee for the Edwin and Esther Prentke AAC Distinguished Lecture, 1997-99.
Co-Chair, *Ad Hoc Competency Review Committee*, 1998-99

Fellow, American Association on Mental Retardation (AAMR)^{##}, 1965-present
Chair, Speech Pathology and Audiology Section, 1966-69^{##}
Vice President, General Division, 1969-71^{##}
Chair, *Ad Hoc Building Committee*, 1969-70
Member, *Ad Hoc Committee to Study the Functions of the National Office*, 1969-70
Chair, AAMD-CEASD Joint Committee on the Deaf Retarded, 1970-75
Member, Personnel Practices Committee, 1971-72
Member, Planning Board, 1972, 1974-77
Member, Council, 1973, 1983-85
Parliamentarian, 1974-75
Member, Awards Committee, 1978-81
Board Member for Speech Pathology and Audiology, Indiana Chapter of AAMD, 1979-82
Vice President, Speech Pathology and Audiology Division, 1981-83^{##}
Chair, (President), Indiana Chapter of AAMD, 1982-84
Member, Legal and Social Issues (LASI) Committee, 1985-87
Member, Nomination Committee, 1986-88
Member, Communication Disorders Division's Membership Committee, 1991- present^{##}
Member, Ethics Committee, 1993-96
Member, Communication Disorders Division's Executive Committee, 1993-97^{##}
Member, Legislative and Social Issues (LASI) Committee, 1997-00
Member, Student Presentation Review Committee, 2002

Member, Council for Exceptional Children (CEC), 1956-97
Chair, Inter-Division Caucus, 1974-75
Governor, 1976-80
Member, Advisory Committee, First World Congress on Future Special Education, 1976-78
Member, International Relations Committee, 1982-84

Member, CEC Mental Retardation Division, 1965-96

Member, CEC Early Childhood Division, 1965-96

Member, CEC Teacher Education Division, 1979-96

Member, CEC Division for Children with Communication Disorders, 1964-96
Treasurer, 1968-70
Chair, Student Literary Award Committee, 1970-72
Chair, Publications Committee, 1970-72
Vice-President, 1972-73
President-Elect, 1973-74
Liaison Representative, CEC Professional Standards and Guidelines Project, 1973-74
President, 1974-75

^{##} American Association on Mental Deficiency (AAMD) name was changed in 1987 to AAMR. Lloyd was a co-founder of the Speech Pathology and Audiology (SP & A) Section of the General Division. The SP & A Section became a Division in 1969, while Lloyd was the AAMD Vice President responsible for the General Division. The SP & A Division name was changed to the Communication Disorders Division.

Past-President and Chair, Nominations Committee, 1975-76
Member, Nominations Committee, 1981-82, 1986-87
Member, Speech-Language Pathology Advisory Committee, 1986-88
Member, Committee on Early Intervention, 1989-90
Member, Academy of Rehabilitative
Audiology, 1966-90
Member, Nomination Committee, 1970
Member, *Ad Hoc Task Force on Problems in Audiology*, 1971-73
Member, Program Committee, 1973-74
Member, *Ad Hoc Committee on Development of Professional Preparation*, 1973-74

Member, Society for Research in Child Development, 1971-96
Member, Convention Committee Panel on Social, Cultural, Educational Problems; Applied
Developmental Research; Developmental Disabilities, 1981, 1996

Member, Alexander Graham Bell Association for the Deaf, 1959-83
Member, Publications and Public Information Committee, 1974-77
Chair, Search Committee for Editor of the *Volta Review*, 1975-76

Member, Convention of American Instructors for the Deaf, 1966-83

Member, American Association for the Advancement of Science, 1970-94

Member, National Black Association for Speech - Language – Hearing, 1990-92

Member, The Society of Sigma Xi, 1966-present
Secretary Treasurer, Purdue Chapter, 1987-93
Member, Membership Committee, 1987-93, 1995-96
Senior Vice President, 1993-95
Chair, High School Math/Science Teacher Award Committee, 1994-95, 1995-96
Board Member, 1995-2008
President Elect, 2005-06
Purdue Chapter Delegate to the National Conference, Seattle, WA, 2005
Student Poster Judge at the National Conference, 2005, 2006, 2007,
President, 2006-07
Purdue Chapter Delegate to the National Conference, Detroit, MI 2006
Past President, 2007-08
Purdue Chapter Delegate to the National Conference, Orlando, FL, 2007
Chair, Purdue University Faculty Research Award, 2008

Member, American Educational Research Association, 1978-96

Member, Indiana Speech and Hearing Association, 1978-present
Member, 1990 Program Committee
Member, 1991 Program Committee
Member, Augmentative and Alternative Communication Committee, 1993-97, 2004-08
Chair, AAC Resources Subcommittee, 1994-96

Member, 1995 Program Committee
Member, 1996 Program Committee
Member, 1997 Program Committee

Member, Organization Action Committee (i.e., the *Ad Hoc* executive committee established at the Second International Conference on Nonspeech Communication) for an international interdisciplinary organization on augmentative and alternative (or nonspeech) communication, 1982-83. This committee led to the founding of ISAAC (see the following entry).

Founding Member and Fellow, International Society for Augmentative and Alternative Communication (See above entry), 1983-present
Charter Member, Board of Directors, 1983-84; Reelected 1984-86; Ex officio (as AAC Editor) 1986-93
Member, Executive Committee, 1983-86
Vice President for Publications, 1983-84; Reelected 1984-86
Member, Information Resource Center Committee, 1985-87
Chair, Core (or Basic) References Committee, 1985-88
Member, Core (or Basic) References Committee, 1988 - 92
Member, Terminology Committee, 1986-88; Member, 1988 - present
Reviewer 1986 Biennial Conference Proposals
Member, Research Committee, 1988-90
Member, Research Symposium Committee, 1995-96
Member, Distinguished Service Award Review Committee, 1996-present
Member, United States Society for Augmentative and Alternative Communication (USSAAC was established as the National Chapter of ISAAC; see above entry), 1988-present
Member, Board of Directors, 1988-92 (*Ad Hoc* with Indiana proxy 1993); 1995-98
Member, Information Dissemination Committee, 1990-91
Member, 1995 Program Committee

Founding Member, Indiana Chapter of USSAAC, 1995-00
Member, Executive Committee, 1995-98

Founding Member, Indiana Augmentative and Alternative Communication Consortium (IAACC), 1986-present
Founding Member, IAACC Steering Committee, 1986-97
Chair, IAACC Education and Training Task Force, 1986-88
Member, IAACC Education and Training Task Force, 1988-97
Chair, IAACC Steering Committee, 1988-97

Member, RESNA, 1993-98
Vice-Chair, Speech-Language Pathology & Audiology Professional Specialty Group, (PSG-06) 1994-95
Chair, Speech-Language Pathology & Audiology Professional Specialty Group (PSG-06), 1995-97
Member, Quality Assurance Committee, 1996-97

Member, AAC Specialty Curriculum Working Group, 1995-97

Member, Indiana Forum for Research Administration, 1990-97

Member, National Council of University Research University Administrators, 1990-97

Member, The ARC (previously Association for Retarded Citizens; Consumer/Advocacy Organization), 1977-present

Member, Lafayette Cerebral Palsy Association (Consumer/Advocacy Organization), 1981-present

Member, Hear Our Voices (Consumer/Advocacy Organization), 1989-92

UNIVERSITY, COLLEGE/SCHOOL AND DEPARTMENT SERVICE:

Member, Teacher Education Council, Purdue University, 1977-84, 1996-99

Member, Executive Committee, 1981-84, 1997-99

Member, Speech and Hearing Certification Committee, 1985 - 1990

Member, Executive Committee 1997-99

Chair, Search Committee for Special Education Faculty, 1978-79, 1979-80, 1980-81, 1981-82, 1990-91, 1997-98, 2002-03, 2004-05

Member, Search Committee for Vocational Education Faculty, 1985-86

Member, Search Committee for Special Education Faculty, 1987-88, 2001-02

Member, Search Committee for Division of Sponsored Programs Information Specialist, 1991

Member, Education Professions Extensions Advisory Committee, Purdue University, 1978-84

Member, Purdue Gifted Education Resource Center Advisory Committee, 1978-80

Member, Purdue Advisory Committee on Rehabilitation Act Implementation, 1978-82

Member, Primary (Departmental) Promotions and Tenure Committee, 1977 - present

Chair, Elementary and Special Education Screening Committee, 1980-84 (Screening Committees were discontinued in 1989)

Elected Member, Area (School) Promotion and Tenure Committee, 1978-82, 2000-03, 05-08

Member, Dean's *Ad Hoc Committee on Promotion and Tenure Procedures*, 1982

- Member, HSSE ^{###} *Ad Hoc Committee on Salaries*, 1983-84
- Chair, HSSE ^{###} *Ad Hoc Committee on Alternative Faculty Funding Opportunities*, 1984-85
- Member, HSSE ^{###} *Ad Hoc Committee on Research and External Funding*, 1986-87
- Chair, *Ad Hoc Committee to Develop the Area (School) Promotion and Tenure Committee Structure for the new School of Education*, 1989 ^{###}
- Chair, *Ad Hoc Committee to Evaluate Distinguished Professor Nominations for the School of Education*, 1990
- Member, School of Education Task Force on the Development of a Research Agenda, 1991-92
- Member, School of Education Task Force on Faculty Rewards, 1991-92
- Member, School of Education *Ad Hoc Committee on Mentoring New Faculty*, 1992-93
- Member, *Ad Hoc Committee on Mentoring*, Department of Educational Studies, 1992-95
- Member, New Faculty Orientation Task Force, Division of Sponsored Programs, 1990-91
- Member, Information Systems Task Force, Division of Sponsored Programs, 1990-91
- Member, Foundation Task Force, Division of Sponsored Programs, 1990-91
- Member, Electronic Dissemination Task Force, Division of Sponsored Programs, 1994
- Member, State of Indiana Department of Public Instruction Personnel Preparation and Planning Committee, 1977-79
- Member, Special Education Committee, Indiana Higher Educational Television, 1979-82
- Member, Higher Education Steering Committee, Indiana Peer Dissemination Network, Indiana Department of Public Instruction, Division of Special Education, 1982-85
- Member, Assistive Technology Higher Education Consortium (of ATTAIN, Indiana's State Tech Act Project) 1995-97
- Reviewer, University Global Initiatives Grants, Purdue University, 1994, 1997
- Member, Evaluation Committee for Summer Faculty XL Grant Applications, Purdue Research Foundation, 1981, 1983, 1985, 1987

^{###} School of Humanities, Social Sciences and Education (HSSE) until July 1, 1989. At that time the School of Education was created and the remaining departments became the School of Liberal Arts.

Faculty Advisor, Graduate Organization in Special Education (GO-SPED), 1982-91

University Representative, Indiana Coalition of Teacher Education Programs, 1985-86

University Representative, ISEAS (Indiana Special Education Administrators' Services)
University Forum, 1994-present

Member, Assistive Technology Task Force, 1994-97

Member, Distance Learning Task Force, 1995-98

Member, *Ad Hoc Recruitment Committee*, Department of Audiology and Speech Sciences,
1988-91

Member, *Ad Hoc Committee on Summer Responsibilities*, Educational Studies Department,
1990-91

Member, *Ad Hoc Committee on Statistics and Research Requirements*, Department of
Educational Studies, 1992-94

Member, Task Force on Resources, Department of Educational Studies, 1993-94

Chair, Colloquium Committee, Department of Educational Studies, 1993-96

Member, School of Education, Curriculum and Graduate Committee, 1993-96

Member, School of Education, Publications Committee, 1993-95

Member, Steering Committee, University Special Interest Group on Aging, 1993-99

Faculty Associate, Center on Aging and the Life Course, 1999-present

Member, Productivity Metrics Task Force, Division of Sponsored Programs, 1995

Member, Uniform Reporting Task Force, Division of Sponsored Programs, 1995

Member, NIH Task Force, Division of Sponsored Programs, 1995

Member, Merit Review Committee, Department of Educational Studies, 1994-95

Member, Department of Educational Studies, Curriculum and Graduate Committee, 1997-00

Member, Strategic Planning Committee, Department of Educational Studies, 1995-98, 2001-02

Member, School of Education Grievance Committee, 1995-98

Member, *Ad Hoc University Committee to Evaluate the Account Management System (AIMS)*,
1997-98

Member, School of Education International Committee, 1997-03, 2007-09
Chair, School of Education International Committee, 2001-03.

Member, University Advisory Council for International Programs, 2000-03

Member, Purdue University Graduate Council, 2000-03
Member, Area Committee A (Behavioral Sciences), 2000-01
Chair, Area Committee A (Behavioral Sciences), 2001-03
Member, *Ad Hoc Committee on Ethics*, 2002

Member, Search Committee for Study Abroad Program Director, 2001-02

Member, Search Committee for Dean of International Programs, 2002-03

Member, University Censure and Dismissal Procedures Committee, 2004-06

Member, Research and Engagement Advisory Board, College of Education, 2006.

Member, Autism Focus Group, Colleague of Liberal Arts & Purdue University, 2008

PRESENTATIONS, CONSULTANCIES AND OTHER PROFESSIONAL SERVICE:

Member, Executive Committee, University Affiliated Center, Georgetown University, 1966-69

Regular Abstractor, dsh Abstracts, 1965-83

Chair, Speech and Hearing Group, Mental Retardation Planning, Government of the District of Columbia, 1966-68

Chair, Speech and Hearing Review Committee, Accreditation Council for Facilities for the Mentally Retarded, Joint Commission on Accreditation of Hospitals, 1971

Member, Advisory Panel, International Project on Communication Aids for the Speech Impaired, University Center for International Rehabilitation, East Lansing, Michigan, 1982-86

Member, *Ad Hoc Committee on Academic Integrity*, University of Illinois at Urbana-Champaign, 1987-88

Chair, Steering Committee, Clinical AAC Research Conferences, 2006-11. (This is a new annual research conference series initiated by the AAC Institute, University of Kentucky, University of Pittsburg, and the University of West Virginia.)

Over 80 presentations to national professional organizations including:

American Speech and Hearing Association, 1966, 1967, 1968, 1970, 1976, 1977, 1979, 1980, 1981, 1982, 1983, 1984, 1985, 1986, 1987, 1988, 1989, 1990, 1991, 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2004, 2005, 2006, 2007
American Association on Mental Deficiency, 1965, 1966, 1967, 1968, 1969, 1970, 1971, 1973, 1974, 1978, 1979, 1980, 1981, 1982, 1983, 1984, 1985, 1986, 1987, 1988, 1989, 1990, 1991, 1993, 1994
American Psychological Association, 1979, 1980
Council for Exceptional Children, 1965, 1967, 1970, 1972, 1976, 1977, 1978, 1979, 1980, 1982, 1983, 1987, 1990, 1995
Gatlinburg Conference on Research in Mental Retardation, 1977, 1978, 1982, 1983, 1986, 1987

Over 25 presentations to international congresses as follows:

XVI International Congress of the International Association of Logopedics and Phoniatics, Interlaken, Switzerland, August 1974
VII International Congress of the World Federation of the Deaf, Washington, D.C., August 1975
IV Congress of the International Association for the Scientific Study of Mental Deficiency, Washington, D.C., August 1976
First World Congress on Future Special Education, Stirling, Scotland, June-July 1978
1980 International Workshop on Special Education, Taipei, Taiwan, ROC, March-April 1980
XVIII International Congress of the International Association of Logopedics and Phoniatics, Washington, D.C., August 1980 (Invited Discussant)
VI Congress of the International Association for the Scientific Study of Mental Deficiency, Toronto, Canada, August 1982 (Invited Plenary Session Speaker)
Second International Conference on Nonspeech Communication, Toronto, Canada, November 1982
XIX International Congress of the International Association of Logopedics and Phoniatics, Edinburgh, Scotland, August 1983
Second International Conference on Rehabilitation Engineering, Ottawa, Canada, June 1984
Third International Conference on Augmentative and Alternative Communication, Boston, MA, October 1984
Fourth International Conference on Augmentative and Alternative Communication, Cardiff, Wales, September 1986
1988 CANM Congress on Communication and Disability, Paris, France, February 1988
VIII Congress of the International Association for the Scientific Study of Mental Deficiency, Dublin, Ireland, August 1988
European Conference on the Advancement of Rehabilitation Technology, Maastricht, The Netherlands, November 1990 (Invited Instructional Course Faculty)
International Society for Augmentative and Alternative Communication Biennial Conference, Anaheim, CA, October 1988
International Society for Augmentative and Alternative Communication Biennial Conference, Stockholm, Sweden, August 1990
International Society for Augmentative and Alternative Communication Biennial Conference, Philadelphia, PA, August 1992

- International Society for Augmentative and Alternative Communication Biennial Conference, Maastricht, The Netherlands, October 1994
- International Society for Augmentative and Alternative Communication Biennial Conference, Vancouver, Canada, August 1996 (Also Graphic Symbol Strand Organizer and presenter at the ISAAC Research Symposium following the ISAAC Conference in Vancouver, August 1996)
- International Society for Augmentative and Alternative Communication Biennial Conference, Dublin, Ireland, August 1998 (Also Graphic Symbol Strand Organizer and presenter at the ISAAC Research Symposium following the ISAAC Conference in Dublin, August 1998)
- International Society for Augmentative and Alternative Communication Biennial Conference, Odense, Denmark, August 2002 (Also Multicultural Research Strand Organizer and presenter at the ISAAC Research Symposium following the ISAAC Conference in Odense, Denmark, August 2002)
- First African Research Symposium, Johannesburg, South Africa, February 2004 (Main Discussant)
- International Society for Augmentative and Alternative Communication Biennial Conference, Sao Paulo, Brazil, October 2004
- The International Association for the Scientific Study of Intellectual Disability (previously Mental Deficiency) Pacific Regional Conference, Taipei, Taiwan, June 2005

Over 50 other lectures, short courses, seminars, and workshops including:

- Distinguished Lecturer, Hofstra University, February 1967
- Visiting Professor, Oklahoma State University, Summer 1968
- Visiting Professor, Syracuse University, Summers 1970 and 1973
- Presenter, ASHA short courses, November 1971, 1977, and 1981
- Visiting Lecturer, University of New Mexico, July 1972
- Lecturer, University of Vermont, August 1980
- Psychology Symposium Speaker, University of Notre Dame, May 1981
- Psychology/DMH Institute Presenter, University of Alabama, June 1981
- Visiting Professor, University of Pretoria, August 1981
- Visiting Professor, University of Witwatersrand, August 1981
- Visiting Lecturer, Centro de Rehabilitacion de la Seguridad Social, Sevilla, Spain (also at Madrid and other locations), May 1982
- Presenter, ASHA Regional Conference Short Course, August 1982
- Presenter, Louisiana Super Conference (Jointly sponsored by La. CEC, LSHA, & La. DPI), Baton Rouge, Louisiana, February 1983
- Symposium Presenter, Illinois Speech-Language-Hearing Association, Chicago, Illinois, April 1983
- Presenter, Birmingham Polytechnic 3-day post-graduate course, February 1984
- Lecturer, Birmingham Polytechnic, February 1984
- Lecturer, University of London, February 1984
- Lecturer, University of Newcastle-Upon-Tyne, February 1984
- Presenter, National Hospital College of Speech Sciences, 5-day post-graduate course, March 1984
- Lecturer, The City University (London), March 1984

Lecturer, Trinity College (Dublin), April 1984
Lecturer, University of Kent, April 1984
Lecturer, Jordan Hill College of Education (Glasgow), May 1984
Lecturer, University of Cardiff, May 1984
Lecturer, University of Bristol, May 1984
Presenter, Handikappinstitutet (Bromma, Stockholm, Sweden), May 1984
Lecturer, Huddinge Sjukhaus (Sweden), May 1984
Lecturer, Bracke Ostergard (Gothenburg, Sweden), May 1984
Lecturer, Sahlgrenska (Gathenburg, Sweden), May 1984
Presenter, Scottish Regional Meeting of the College of Speech Therapist (Glasgow), June 1984
Psychology Symposium Speaker, University of Southampton, July 1984
Clinical Session Presenter, Illinois Speech-Language-Hearing Association, Chicago, Illinois, April 1985
Faculty, ASHA Personnel Preparation Conference on Augmentative Communication, Orlando, Florida, January 1986
Presenter, Children's Seashore House 5th. Annual Conference, Philadelphia, Pennsylvania, April 1986
Keynote Speaker, INTERFACE 3rd. Annual Conference, Capetown, September 1987
Lecturer, University of Capetown, September 1987
Lecturer, University of Pretoria, September 1987
Lecturer, University of Puerto Rico, September 1990
Lecturer, Centro de Analise e Processamento de Sinais, Lisbon, March 1992
Keynote Speaker, Conference of Portugese University Faculty Relative to AAC Research, March 1992
Visiting Professor, Howard University, March & April 1993
Presenter, Howard University, March 1995
Presenter, Annual AAC Research Symposium, University of Pretoria, February 1997
Lecturer, University of Pretoria, February 1997
Lecturer, University of Pretoria, February 1999
Lecturer, University of Durban-Westville, February 1999
Presenter, University of Durban-Westville, February 1999
Presenter, Annual AAC Research Symposium, University of Pretoria, February 2000
Presenter, Early Intervention Seminar, University of Pretoria, February 2000
Presenter, Annual AAC Research Symposium, University of Pretoria, February 2001
Presenter, Early Intervention Seminar, University of Pretoria, February 2001
Presenter, Annual AAC Research Symposium, University of Pretoria, February 2002
Presenter, Early Intervention Seminar, University of Pretoria, February 2002
Presenter, University of Cologne, August 2002
Presenter, Taichung Teachers College, June 2005
Presenter, Chung Shan Medical University AAC Symposium, Taichung, June 2005
Presenter, Chang Gung Memorial Hospital, Chia-Ying Chung, June 2005

Consultant to several service, university and/or research programs including:

Pennsylvania Department of Public Welfare, 1965-68, 1971
St. Elizabeth's Hospital (Washington, D.C.), 1967-69

District of Columbia Division of Vocational Rehabilitation, 1968
Charles Phippen Architects (Baltimore, Maryland), 1968-73
New York Department of Mental Hygiene, 1970-71
Rosewood State Hospital (Maryland), 1973-77
Arkansas Department of Social and Rehabilitative Services, 1973-77
The Johns Hopkins University, 1975
L.B. Wallace Developmental Center (Alabama), 1975-77
University of Kansas Bureau of Child Research, 1981
Dr. Joseph H. Ladd Center (Rhode Island), 1983
Parsons (Kansas) Research Center (University of Kansas Bureau of Child Research), 1983
Language Development Project, Jointly sponsored by Yerkes Regional Primate Center
(Emory University) and Georgia State University Psychology Department, 1985-89
(adjunct faculty appointment)
University of Minnesota, Department of Communicative Disorders, 1987-89
University of Arkansas at Little Rock Department of Special Education, 1988-89
University of Delaware, Rehabilitation Engineering Center, 1988-91
United Arab Emirates University, School of Education, 1988-91
Indiana State University, Department of Communication Disorders, 1990-93
Technical University of Lisbon, 1992
Centre for Cerebral Palsied Children in Lisbon, 1992
University of Stellenbosch, February, 1997
University of Pretoria, February, 1997
University of Pretoria, February, 1999
University of Durban-Westville, February 1999
University of Pretoria, February - March 2000
University of Pretoria, February – March & May - July 2001
University of Pretoria, February - March 2002
gh LLC, West Lafayette, June 2002-present
University of Pretoria, July – August 2003
University of Pretoria, February – March & July- August 2004
University of Pretoria, July-August 2005

Services to other institutes and federal agencies while employed at NICHD:

Scientific Technical Reviewer, National Institute of Neurological Diseases and Stroke
(NINDS, which became NINCDS in 1975), NIH, 1972-74
Consultant, DHEW Task Force on the Deaf Retarded, 1973-74
Member, Quality Review Board, National Institute of Neurological and Communicative
Disorders and Stroke (NINDS became NINCDS in 1975), NIH, 1973, 1976
Technical Reviewer, Bureau of Education of the Handicapped, USOE, 1975
Member, NIH Executive Secretary's Review Activities Committee, 1975-76
Participant, Bureau of Education of the Handicapped, USOE, Conference on Research Needs
Related to Education of the Severely Handicapped, 1975
Scientific Technical Reviewer, Health Resources Administration, 1976

Other review and consulting to government agencies and national organizations

Scientific Reviewer, The National Foundation - March of Dimes, 1976, 1978, 1979, 1985,

1988, 1990

- Consultant and Scientific Technical Reviewer, National Institute of Neurological and Communicative Disorder and Stroke, NIH, 1979-82
- Reviewer, National Institute of Handicapped Research (NIHR, aka NIDRR), 1980-81
- Reviewer, Rehabilitation Research and Development Service, Veterans Administration, 1983
- Member, Communicative Processes Subcommittee, Behavioral and Social Sciences Planning Committee, National Institute of Child Health and Human Development, NIH, 1983-84
- Expert Witness on mental retardation and deafness, Jane Doe V. District of Columbia, et al. (CA 6605-85), Superior Court for the District of Columbia, 1987-88.
- Reviewer, U.S. Department of Education, Office of Special Education and Rehabilitative Services, 1988, 1992, 1993, 1994, 1997, 1998, 2006
- Participant, Planning Seminar convened by the CNAM (Conservatoire National des Arts et Metiers) to organize a Congress on Communication and Disability (for Paris, February 1987), Monteton, France, November 6-8, 1986
- Member, Scientific Committee, CNAM Congress on Communication and Disability, Paris, France, February 7-14, 1988
- Member, Program Advisory Committee, Gatlinburg Conference on Research in Mental Retardation, 1989-90
- Member, Steering Committee on Technology - Related Assistance for Disabled Individuals. Consultant, Indiana Office of Vocational Rehabilitation, 1989.
- Consultant, Speech - Language Pathology Program, Veterans Administration, 1993-94 (The only non-VA employee on a 5-person task force to improve AAC services).
- Consultant/participant, National Institute on Deafness and Other Communication Disorders, reviewer, American Speech-language-Hearing Foundation, 2007. (One of 13 investigators invited to participate in the April 28 Workshop on AAC Research Issues and Needs; Unpaid planning consultant 1992-94).
- Reviewer, American Speech-Language-Hearing Foundation, 2007.

International university program reviews

- Member of a five-person review committee, Faculty of Education, United Arab Emirates University, Dubai, 1988 uae.ac.ae/ (all five international reviewers completed their reviews as committee during a five-day site visit).
- Chair of six-person review committee, Centre for Augmentative and Alternative Communication, University of Pretoria, 2000 planning, 2001 site visits (the three international reviewers conducted a two-to-three-day independent site visit. The three South African reviewers met for a three-day site visit with Lloyd serving as a non-voting site-visit chair).
- Consultant for the process and procedures for the periodic combined international-South African review of the Centre for Augmentative and Alternative Communication, University of Pretoria, 2007-08.

Peer review for several ASHA position papers/guidelines including the following:

- Position Paper on Augmentative and Alternative Communication, 1990
- Position Paper on Mental Retardation/Developmental Disabilities, 1990
- Guidelines for Speech-Language Pathologist Serving Persons with Severe Disabilities, 1991
- Technical Report on Facilitated Communication, 1994
- Technical Report on Assistive Technology in the Schools, 1995

Guidelines for Augmentative and Alternative Communication Knowledge and Skills, 2000
NJCCNPD Paper on Prerequisite Myths, 2001
Position Paper on Speech – Language Pathology Scope of Practice, 2007

VITA INDEX

EDUCATION	Page 1
PROFESSIONAL EXPERIENCE	2
GRANTS AND CONTRACTS (since joining Purdue faculty in 1977)	3
FIELDS OF INTEREST	9
LICENSURES AND CERTIFICATION	10
PUBLICATIONS (in chronological order)	10
CURRENT RESEARCH IN ADDITION TO THESES (in alphabetical order)	25
FILM	26
SCIENTIFIC EXHIBIT	26
PUBLICATION REVIEW AND EDITING (in addition to personal publications above)	26
HONORS AND AWARDS	29
THESIS SUPERVISION (since joining Purdue faculty in 1977)	30
OTHER THESIS COMMITTEES (since joining Purdue faculty in 1977)	33
COURSES TAUGHT AT PURDUE UNIVERSITY	36
ORGANIZATION MEMBERSHIPS, OFFICES AND APPOINTMENTS	36
UNIVERSITY, COLLEGE/SCHOOL AND DEPARTMENT SERVICE	41
PRESENTATIONS, CONSULTANCIES AND OTHER PROFESSIONAL SERVICE	44
Over 80 presentations to state, regional and national professional organizations	44
Over 25 presentations to international congresses or conferences	45
Over 50 other lectures, short courses, seminars, and workshops	46
Consultant to several service, university and/or research programs	47
Services to other institutes and federal agencies while employed at NICHD.....	48
Other review and consulting to government agencies and national organizations.....	48
International university program reviews	49
Peer Review for several ASHA Position Papers/Guidelines	49