

**Abbreviated, 5-Page Vita**  
**LYLE L. LLOYD, CCC-A & SLP, FAAMR, FASHA**  
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Lloyd's Web Page: <http://www.edst.purdue.edu/grad/lloyd>  
Purdue's Transdisciplinary AAC Program Web Page: <http://www.edst.purdue.edu/grad/aac>

## **EDUCATION**

B.S. Speech Pathology and Physical Education, Eastern Illinois University, Charleston, 1956  
M.A. Hearing and Speech Disorders, University of Illinois, Urbana, 1959  
Ph.D. Speech Pathology and Audiology, University of Iowa, Iowa City, 1965, Thesis: *A comparison of selected auditory measures on normal hearing mentally retarded children*

## **EXPERIENCE**

Speech Pathologist, Moweaqua Public Schools, IL, 1956-59  
Instructor, Department of Speech Pathology and Audiology, University of Iowa, Iowa City, 1959-62  
Audiologist, Constance Brown Hearing and Speech Center, Kalamazoo, MI, 1962-64  
Instructor in Audiology, Western Michigan University, Kalamazoo, MI, 1963-64 (part-time)  
Research Associate, University of Kansas Bureau of Child Research; and Director of Audiology, Speech and Hearing Department, Parsons State Hospital and Training Center, Parsons, KS, 1964-66  
Chair and Associate Professor, Department of Audiology and Speech, Gallaudet College, Washington, D.C., 1966-69  
Executive Secretary, MR Research and Training Committee, and Health Scientist Administrator for Communication Disorders, National Institute of Child Health and Human Development, NIH, Bethesda, MD, 1969-77  
Professor of Special Education, and Professor of Audiology and Speech Sciences, Purdue University, West Lafayette, IN, 1977-present  
Assistant Director, Division of Sponsored Programs, Purdue Research Foundation, West Lafayette, IN, 1988-1996 (part-time)

## **SELECTED PUBLICATIONS** (from 10 books and over 150 articles and chapters)

Lloyd, L.L. (1964). Sentence familiarity as a factor in visual speech reception (lip reading). *Journal of speech and hearing disorders*, 29, 400-413.  
Lloyd, L. L. (1966). Behavioral audiometry viewed as an operant procedure. *Journal of speech and hearing disorders*, 31, 128-136. **REPRINTED THREE TIMES INCLUDING:** In

- J.B. Chaklin, I.M. Ventry, & R.F. Dixon (Eds.) (1982). *Hearing measurement: A book of readings* (2nd Ed., pp. 108-114). Reading, MA: Addison-Wesley.
- 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.
- Lloyd, L.L. (1970). Audiologic aspects of mental retardation. In Ellis, N.R., (ed.), *International review of research in mental retardation, Volume 4* (pp.311-374). New York: Academic Press.
- 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.
- 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). **REPUBLICED IN SPANISH: *Evaluation audiologica en personas dificiles de examiner***. Barcelona: Salvat Editores, S.A., 1979.
- Lloyd, L.L. (1975). Behavioral audiometry with children. 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. (Ed.) (1976). *Communication Assessment and Intervention Strategies*. Baltimore: University Park Press.
- 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, Tokyo University Press, 1981.(Subsequently published by Allyn& Bacon; 2<sup>nd</sup> Ed,1993)
- Minifie, F.D. & Lloyd, L.L. (Eds.) (1978). *Communicative and cognitive abilities: Early behavioral assessment*. Baltimore: University Park Press.
- 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, 170-80.
- 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., 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.
- Vanderheiden, G., & Lloyd, L.L. (1986). Communication systems and their components. In S. Blackstone (Ed.), *Augmentative communication*(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.
- Huer, M.B., & Lloyd, L.L. (1988). Parents' perspectives of AAC users. *Exceptional parent*, 18(4), 32-33.
- 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.

- Lloyd, L.L., & Kangas, K.A. (1988). Unaided augmentative and alternative communication: General considerations. In D.E. Yoder & R.D. Kent (Eds.), *Decision making in speech-language pathology* (pp. 78-81). Toronto: B.C. Decker, Inc..
- Schiefelbusch, R.L., & Lloyd, L.L. (Eds.) (1988). *Language perspectives: Acquisition, retardation, and intervention* (2nd Edition). Austin, TX: Pro-Ed. (This is an update of the 1974 book.)
- Lloyd, L.L. (1989). Augmentative and alternative communication. *American journal on mental retardation*, 93, 500-502. (An invited commentary).
- Cregan, A., & Lloyd, L.L. (1990). *Sigsymbols: American edition*. Wauconda, IL: Don Johnston Developmental Equipment.
- 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*. London: Routledge, 295-306.
- Lloyd, L.L., Quist, R.W., & Windsor, J. (1990). A proposed augmentative and alternative communication model. *Augmentative and alternative communication*, 6, 172-183.
- 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.
- 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.
- Fuller, D.R., & Lloyd, L.L. (1993). Effects of physical configuration on the paired-associate learning of Blissymbols by preschool children with normal cognitive abilities. *Journal of speech and hearing research*, 35, 1376-1383.
- Schlosser, R.W., & Lloyd, L.L. (1993). Effects of initial element teaching in a story telling context on blissymbol compound acquisition and generalization. *Journal of speech and hearing research*, 36, 979-995.
- 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.
- Koehler, L., Lloyd, L.L., & Swanson, L.A. (1994). Visual similarity between manual and printed alphabet letters. *Augmentative and alternative communication*, 10, 87-95.
- 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).
- 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., Fuller, D. R., & Arvidson, H. H. (1997). *Augmentative and alternative communication: Handbook of principles and practices*. Boston: Allyn & Bacon.
- 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.
- 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
- Loncke, F., Clibbens, J., Lloyd, L. L., & Arvidson, H. H. (Eds.) (1999). *Augmentative and alternative: New directions in research and practice*. London: Whurr Publishers.

- Pufpaff, L.A., Bilschak, 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.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.
- Hetzroni, O.E., & 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.
- 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*, 20.
- Alant, E. & Lloyd, L.L. (Eds.) (2005). ***Augmentative and alternative communication: Beyond Poverty***. London: Whurr Publishers.
- 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., Bornman, J., & Lloyd, L.L. (2006). Issues in AAC research: How much do we really understand? *Disability and Rehabilitation*,. 28, 143-150.
- Van der Bijl, C., Alant, E., & Lloyd, L.L. (2006). A comparison of two strategies of sign word instruction in children with mentality disability. *Research in Developmental Disabilities*. 27, 23-55.
- Quist, R.W. & Lloyd, L.L. (Eds.) (under contract). ***Assistive technology principles and applications for communication disorders and special education***. New York: Academic Press.

## GRANTS AND CONTRACTS

Prof. Lloyd has been a successful applicant and project director of externally funded projects, in his positions at Parsons, Gallaudet, and Purdue. During his tenure at NIH, he was the federal project officer for a number of grants and contracts including a major contract with the Univ. of Washington to explore the early assessment of hearing, speech, and language; for which he and the contract staff received a scientific exhibit award at the 1975 ASHA convention. At Purdue, he has had 27 years of continuous external funding of a diversified portfolio from the state and federal government, local schools, foundations, and corporate sources for professional preparation (both in pre-service and in-service), research, and service projects. Current grant funding includes, gh LLC (a high-tech accessibility company in the Purdue Research Park), Greater Lafayette Area Special Services (GLASS for AAC service provision), National Institute of Health (NIH # 1R41 DC006192-01A1 with PRC for automaticity research), and National Science Foundation (NSF # IIP-0712199 with ghLLC for MathSpeak).

## SELECTED ORGANIZATION APPOINTMENTS AND ELECTED OFFICES

Prof. Lloyd has participated extensively in various professional organizations in both elected and appointed positions. Examples of such positions for the organizations most relevant to his current activities in augmentative and alternative communication and assistive technology are as follows:

**Fellow, American Speech-Language-Hearing Association (ASHA):** Comm. on Mental Retardation, 1965-67; Chair, 1965-67; Legislative Council, 1971-73; Nomination Comm. 1972-73; Hearing Impairment & Mental Retardation Project Steering Comm. 1973-75; Scientific & Professional Meetings Board (SPMB) 1975-80, Chair, 1979; SPMB Ad Hoc Comm. on Interpreters for the Deaf, Chair, 1976-77; SPMB; Coordinating Comm. on Education & Scientific Affairs (1979); *Ad hoc* Comm., Communication Processes & Non-speaking Persons, 1979-1984; Advisory Comm., Hearing Impairment & Developmental Disabilities Joint Project with Gallaudet College, 1981-82; Liaison to the American Association on Mental Deficiency 1984-85; Consultant & Guest Faculty, Preparation of Leadership Personnel Project on Augmentative Communication, 1985-1986; Board of Division Coordinators, 1996-98; Liaison Representative to RESNA 1997

**Founding Member, ASHA Augmentative & Alternative Communication Special Interest Division (SID #12):** Professional Preparation Comm., 1993-2002 present; Developmental Disabilities Study Group, 1994-1996; Aging Study Group, 1994-1996; Steering Comm. Coordinator, 1996-98; Selection Comm. for the Edwin & Esther Prentke AAC Distinguished Lecture, Chair 1997-1999. Co-Chair, Ad Hoc Competency Review Comm., 1998-2001

**Founding Member, International Society for Augmentative & Alternative Communication (ISAAC):** Vice President for Publications, 1983-86; Information Resource Center Comm., 1985-87; Core (or Basic) References Comm., Chair, 1985-88 1988-92; Editor, *Augmentative and Alternative Communication*; Terminology Comm. 1986-88; Reviewer, 1986 Biennial Conference Proposals; Research Comm., 1988-1990; Research Symposium Comm., 1995-96; Distinguished Service Award Review Comm., 1996- present; Developing Countries Comm., 2000-present; Ad hoc Organization and Structure Comm., 2001-2002

**Founding Member, United States Society for Augmentative & Alternative Communication (USSAAC, the National Chapter of ISAAC):** Board of Directors, 1988-92, Indiana proxy 1993; 1995-2000; Information Dissemination Comm. 1990-91; Program Comm., 1995

**Member, RESNA:** Speech-Language Pathology & Audiology Professional Specialty Group, (PSG-06) Vice-Chair, 1994-1995; Chair, 1995-1997; Quality Assurance Comm., 1996-97; AAC Specialty Curriculum Working Group, 1995-97.

## **SELECTED HONORS AND AWARDS (from over 20 listed on Web page)**

DHEW Sustained High Quality Work Performance Award, 1973.

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

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

ISAAC Biennial President's Awards for 1986-88, October, 1988 and for 1996-1998, August 1998 (only person to receive the President's Award twice).

First Distinguished Alumni Award, Eastern Illinois University, Department of Communication Disorders, September 1993

ISAAC Biennial Distinguished Service Award for 1993-94, October, 1994 (only person to receive both the Distinguished Service Award and the President's Award).

Honors of the American Speech-Language-Hearing Association, November, 2002.

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

Honorary Doctorate, University of Pretoria, May 2006.