I. The Iconicity Continuum

A. Transparent Signs or Symbols
   1. Are highly suggestive and therefore readily guessable by untrained observers.

B. Opaque Signs or Symbols
   1. Show no special resemblance to their referents and are not readily guessable.

C. Translucent Signs or Symbols
   1. Are guessable once the relationships between the signs or symbols and their referents are explained.
II. Aided Symbol Hierarchy
(Mirenda & Locke, 1989)

A. Objects
B. Color Photographs
C. Black and White Photographs
D. Miniature Objects
E. Black and White Line Drawings
F. Blissymbols
G. Traditional Orthography

III. Objects as Symbols
A. Cognitive development and Symbol Recognition
B. Tangible Symbols
   1. Permanent 3D Symbols that can be tactually discriminated and physically manipulated.
   2. Identical objects provide most concreteness
C. Tactile Symbols
   1. Associate certain textures and specific referents.
IV. Two Dimensional Symbols

A. Developmental Picture Recognition

B. Types of Picture Languages
   1. Blissymbols
      a. Generative but opaque
IV. Two Dimensional Symbols
A. Developmental Picture Recognition
B. Types of Picture Languages
1. Blissymbols
   a. Generative but opaque
2. Rebus

IV. Two Dimensional Symbols
A. Developmental Picture Recognition
B. Types of Picture Languages
1. Blissymbols
   a. Generative but opaque
2. Rebus
3. Picture Communication Symbols (PCS)
IV. Two Dimensional Symbols

A. Developmental Picture Recognition

B. Types of Picture Languages
   1. Blissymbols
      a. Generative but opaque
   2. Rebus
   3. Picture Communication Symbols (PCS)
   4. Pictogram Ideogram Communication Symbols (PICS)
      a. like PCS but white on black

5. Dynasyms
IV. Two Dimensional Symbols

A. Developmental Picture Recognition

B. Types of Picture Languages

1. Blissymbols
   a. Generative but opaque

2. Rebus

3. Picture Communication Symbols (PCS)

4. Pictogram Ideogram Communication Symbols (PICS)

5. Dynasyms

6. Minspeak
V. Vocabulary Selection Strategies

A. Selection

1. Evaluate Environments
   a. Ecological Inventory
      (1) ID current home, school, community and work environments.
      (2) Analyses of requirements of each setting
      (3) Inventory the AAC communicator's participation in each setting
      (4) ID communicative deficits or needs
      (5) Interview significant people
      (6) Create/Modify AAC system

2. Scripting
   a. Specific to setting
   b. Communicative expressions/functions
      1) Requests for action
      2) Information
      3) Negation
      4) Regulation
      5) Commenting

3. Vocabulary Lists
   a. Core Vocabulary
   b. Fringe Vocabulary
WHAT did YOU MAKE for THANKSGIVING?
We made TURKEY, DRESSING, MASHED POTATOES, SWEET POTATOES, BEANS, CORN, PUMPKIN PIE, BREAD, APPLE CIDER.

Was it FUN?
WHAT did YOU DO?
CAN I HELP MAKE the...
IT’S ABOUT TIME?
CAN I TASTE...
IT TASTES BAD!
Do YOU CELEBRATE THANKSGIVING at YOUR HOUSE (home)?
IF YOU EAT too much TURKEY DINNER, YOU might get FAT INDIANS and PILGRIMS ate the FIRST THANKSGIVING
MY FAVORITE is...
I am THANKFUL for...

Figure 4–19. Writing a script for a class-based Thanksgiving dinner activity.

<table>
<thead>
<tr>
<th>PERSON</th>
<th>ACTIONS</th>
<th>OBJECTS</th>
<th>DESCRIPTIONS</th>
<th>QUESTIONS</th>
<th>TRANSLATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indian</td>
<td>thanksgiving</td>
<td>turkey</td>
<td>delicious</td>
<td>care</td>
<td>It’s about time</td>
</tr>
<tr>
<td>yes</td>
<td>love</td>
<td>dressing</td>
<td>bad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indian</td>
<td>celebrate</td>
<td>mashed potatoes</td>
<td>lat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pilgrim</td>
<td>eat</td>
<td>meat</td>
<td>delicious</td>
<td>care</td>
<td></td>
</tr>
<tr>
<td></td>
<td>see</td>
<td>pie</td>
<td>cooked</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>see</td>
<td>bread</td>
<td>love</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>see</td>
<td>sauce</td>
<td>love</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>see</td>
<td>delicious</td>
<td>care</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 4–20. Scripted words analyzed by word class.

2. Scripting
   a. Specific to setting
   b. Communicative expressions/functions

3. Vocabulary Lists
   a. Core Vocabulary
   b. Fringe Vocabulary
B. Symbol Selection
   1. Physical environments
   2. Listener Characteristics
   3. AAC Communicator

C. Organization of Vocabulary System
   1. Physical Organization
C. Organization of Vocabulary System

1. Physical Organization
2. Linguistic Organization

Communication Boards with Continuous Displays

- “Always” section on sides.
- “Always” section on top.
- “Always” section on top and sides.
- “Always” section surrounds pages.

Figure 4-24: Examples of communication boards with a specific continuous display of specific symbols.