

Selection of articles for full text review - final

| Number | Author | Date of article | Title of article | Included | Excluded |
|--------|-------------------|-----------------|---|----------|----------|
| 1 | Alant et al. | 2012 | Exploring Interagency Collaboration in AAC Intervention | | x |
| 2 | Allen & Shane | 2014 | Autism spectrum disorders in the era of mobile technologies: Impact on caregivers | x | |
| 3 | Anderson et al. | 2014 | Australian parents' experiences of speech generating device (SGD) service delivery | x | |
| 4 | Barry | 1987 | Strategies for involving parents in programs for young children using augmentive and alternative communication | | x |
| 5 | Biggs et al. | 2019 | A Scoping Review of the Involvement of Children's Communication Partners in Aided Augmentative and Alternative Communication Modeling Interventions | | x |
| 6 | Bunning et al. | 2014 | Caregiver Perceptions of Children who have Complex Communication Needs Following a Home-Based Intervention Using Augmentativ and Alternative Communication in Rural Kenya: An Intervention Note | x | |
| 7 | Chung & Snodgrass | 2016 | Understanding Communication Intervention for Young Children with Autism and Their Parents: Mixing Behavioural and Social Validity Findings | | x |
| 8 | Douglas et al. | 2021 | The Effects of Telepractice to Support Family Members in Modeling a Speech Generating device at Home | x | |
| 9 | Fäldt et al. | 2020 | "All of a sudden we noticed a difference at home too": parents' perception of parent-focussed early communication and AAC intervention for toddlers | x | |
| 10 | Ferm et al | 2012 | Patterns of communicative interaction between a child with severe speech and physical impairments and her caregiver during a mealtime activity | | x |

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|----|---------------------|------|--|---|---|
| 11 | Gona et al. | 2012 | A home-based intervention using augmentative and alternative communication (AAC) techniques in rural Kenya: what are the caregivers's experiences? | x | |
| 12 | Granlund et al. | 2008 | AAC Interventions for Children in a Family Environment: Implementing Evidence in Practice | | x |
| 13 | Greenberg | 2011 | Applying an effectiveness research model to the picture exchange communication system | | x |
| 14 | Kent-Walsh & Binger | 2013 | Fundamentals of the ImPAACT Program | | x |
| 15 | Lai et al | 2020 | Evidence based support for autistic people across the life span: maximising potential, minimising barriers and optimising the person environment | | x |
| 16 | Mandak & Light | 2018 | Family-centered Services for Children with ASD and Limited Speech: The experiences of Parents and Speech Language Pathologists | x | |
| 17 | Marshall & Goldbart | 2008 | Research report: Communication is everything I think. 'Parenting a child who needs augmentative and alternative communication (AAC) | x | |
| 18 | McNaughton et al. | 2008 | "A child needs to be given a chance to succeed": Parents of individuals who use AAC describe the benefits and challenges of learning AAC technologies | x | |
| 19 | Moorcroft et al. | 2019 | 'We were just kind of handed it and then it was smoke bombed by everyone': How do external stakeholders contribute to parent rejection and the abandonment of AAC systems? | x | |
| 20 | Myers | 2007 | "Please listen, it's my turn": Instructional approaches, curricula and contexts for supporting and increasing access to inclusion. | | x |

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| 21 | Nunes & Hanline | 2007 | Enhancing the Alternative and Augmentative Communication Use of a Child with Autism through Parent-implemented Naturalistic Intervention | x |
| 22 | Parette | 1997 | Family-Centered Practice and Computers for Children with disabilities | x |
| 23 | Parette & Brotherson | 1996 | Family-Centered assistive technology assessment | x |
| 24 | Parette & Marr | 1997 | Assisting children and families who use augmentative and alternative communication (AAC) devices. Best practices for school psychologists | x |
| 25 | Parette et al. | 2004 | First-Generation Chinese American Families' Attitudes Regarding Disabilities and Educational Interventions | x |
| 26 | Pennington & Noble | 2009 | Acceptability of usefulness of the group interaction training program It takes two to talk to parents of children with motor disorders | x |
| 27 | Pennington et al | 2009 | Effects of It Takes Two to Talk - Hannen Program for parents of pre-school children with cerebral palsy. Findings from an exploratory study | x |
| 28 | Reichle et al. | 2019 | Implementing Aided Augmentative Communication Systems with Persons Having Complex Communicative Needs | x |
| 29 | Romski, Sevcik Adamson | 2010 | Parent perceptions of the language development of toddlers with developmental delays before and after participation in parent coached interventions | x |
| 30 | Romski, Sevcik et al | 2010 | Randomised Comparison of augmented and non-augmented language interventions for toddlers with developmental delays and their parents | x |
| 31 | Senner et al | 2019 | partneraugmented input on parent and child speech generating device use | x |

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|----|-------------------------|------|--|---|
| 32 | Sevcik, Romski, Adamson | 2004 | Research directions in augmentative and alternative communication for pre-school children | x |
| 33 | Shaw | 2005 | Grandparent Involvement in the communication development of children who are deaf -blind | x |
| 34 | Shire et al | 2015 | Parents' Adoption of Social Communication Intervention Strategies: Families Including Children with Autism Spectrum Disorder Who are Minimally Verbal | x |
| 35 | Shugda | 2017 | Involvement of Family Communication Partners in using an iPad to Enhance the Communication Skills and Appropriate Behaviour of Youth with Severe/Multiple Disabilities in Saudi Arabia | x |
| 36 | Smith et al. | 2015 | AAC and Early Intervention for Children with Cerebral Palsy: Parent Perceptions and Child Risk Factors | x |
| 37 | Snell et al | 2008 | Communication Breakdown at Home and at School in Young Children With Cerebral Palsy and Severe Disabilities | x |
| 38 | Stadskleiv | 2017 | Experiences from a support group for families of preschool children in the expressive AAC user group | x |
| 39 | Wadnerkar et al. | 2010 | A single case study of a family-centred intervention with a young girl with cerebral palsy who is a multimodal communicator | x |
| 40 | Yung-Ching Chung et al. | 2016 | A metasynthesis of team members's voices: what we need and what we do to support students who use AAC | x |

