**Effects of automaticity in SGD use on lexical representations**

Phonological representations of words in typically developing children are shaped by both spoken input and spoken output. Communication via Speech Generating Devices (SGDs) involves use of motor sequences that are determined by the display design of a particular device, rather than by the sounds that make up a word. This mismatch between input and output suggests the possibility that, with training in SGD-based production, users may develop procedural memory akin to fluent typing, with word representations for SGD-based language dependent in part according to how words are placed on the device. There is early evidence to suggest that SGD use includes both phonological and SGD-specific word representations. The current study administers short-term recall tasks to neurotypical adults to demonstrate that, with training, typical speakers show a trend towards developing procedural memory for words. The study has clinical implications for SGD selection and training for children who require SGDs to support language acquisition. Funded by Faculty Support Grant, CSU East Bay.

**Parent Elicited Responses to Children using Augmentative and Alternative Communication Devices**

Children who are just beginning to attempt communication are frequently encouraged to use a button that, when pressed, speaks a single pre-recorded message. Single-message buttons are frequently used for communicating general requests (e.g. “more” or “give me that”), refusals (e.g. “no!” or “I don’t want to!”), greetings and, occasionally, general questions (e.g. “What’s that?”). A secondary purpose of single message buttons is to cue parents and other communication partners to talk to the non-speaking child.

There is limited evidence to help speech therapists and families determine which type of message is most successful in developing a user’s interactions with a communication partner. The purpose of the current case study is to describe an adult communication partner’s responses to two different message types: “I want more” and “Let’s play.”

To describe a communication partner’s responses to an emerging communicator using a single message button, we held a series of 10-minute play sessions between an emerging communicator and her mother, using a single message button recorded with one or the other message. Currently, we are transcribing and analyzing the data from the project. The study was conducted by an undergraduate and a graduate student in the Department of Communicative Sciences and Disorders at CSU East Bay, with support from an internal Student Research Fellowship.