

Completed Projects

Tangible Symbols Systems, Oregon Health and Science University, Design to Learn Projects
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Journal articles

- Crimmins, D. B., Gothelf, C. R., Rowland, C., Klinam, A. & Williams, C. (1995). Basic Concepts of Communication. In K. Huebner, J. Prickett, T. Welch and E. Joffe (Eds.) *Hand in Hand: Essential of Communication and Orientation and Mobility for Your Students Who Are Deaf-Blind* (pp. 159-182). New York: American Foundation for the Blind.
- Rowland, C. (1989). Tangible symbols systems: Symbolic communication for Individuals with multisensory impairments. *Augmentative and Alternative Communication*, 5 (4), 226-234.
- Rowland, C. & Schweigert, P. & Prickett, J. G. (1995). Communication systems, modes and devices. In K. Huebner, J. Prickett, T. Welch and E. Joffe (Eds.), *Hand in Hand: Essentials of Communication and Orientation and Mobility for Your Students Who Are Deaf-Blind* (pp. 219-257). New York: American Foundation for the Blind.
- Rowland, C., & Schweigert, P. (1998). Enhancing Acquisition of Functional Language and Communication. In R. Silberman & S. Sachs (Eds.) *Educating Students with Visual Impairments and Other Disabilities* (pp. 413-438). Baltimore: Paul Brookes.
- Rowland, C. & Schweigert, P. (2000). Tangible symbols, tangible outcomes. *Augmentative and Alternative Communication*, 16 (2), 61-78.
- Rowland, C. & Schweigert, P. (2002). A concrete bridge to abstract communication for children with autism. *Autism Society of America: A Millenium of Hope*. Arlington, TX: Future Horizons.
- Rowland, C. & Schweigert P. (2003) Cognitive Skills and AAC: Where we've been, what we know and the questions we should ask. In, J. Light, D. Beukelman & J. Reichle (Eds.) *Communicative Competence for Individuals Who Use AAC* (pp. 241-275). Baltimore: Paul Brookes.