



This section of the report provides an analysis and discussion of the information displayed in Table 2. It aims to analyse and provide further detail where possible, into which charities and organisations met the findings for each column. And also to give a broader picture, as to how they are recommending the use of ICT and precisely what these recommendations are. It is hoped that this will be followed up in further detail through contacting each of the charities/organisations for more information and for feedback on the findings obtained from their websites.

Note, that the analysis of findings here, were correct at the time of writing and may have changed during the progression of the project.

### **No References to Technology**

A number of the organisations investigated and researched displayed no references or recommendations to the use of technology, to help support their beneficiaries and stakeholders. A majority of the following, as can be seen in the Table 2, were found to be specialist charities that focus on one specific area of disability or specific aim. These are therefore unlike AACT for Children, in its approach to explore technology available to children with the broader term of communication difficulties.

No references to technology:

- Dyspraxia Foundation
- NAGC (National Association for Gifted Children)
- Action for Sick Children
- Action for Kids
- Newlife Foundation for Disabled Children

It is worth noting however, that the charities Dyslexia Action and Action for Children; although neither specifically recommend nor demonstrate any referencing to IT and technology, both do however make use of different web 2.0 technologies within their websites. An action, which itself expresses an attempt to be forward-thinking and an interest expressed in using up-to-date and emerging technologies, in order to improve its communications with beneficiaries and stakeholders.

NAGC is also worth a further mention for its use of interactive micro sites aimed at the children, it supports. These are supplied appropriate to the different age groups that exist within the organisation.

On further investigation undertaken via Google and not directly from their websites; the five charities listed above, also show an interest in the area of web 2.0 technologies and how they can widen the communication circle between the charity and its beneficiaries. The interest shown was

found when using Google to check whether the above five did have a Facebook or twitter page. Out of these five, Action for Sick Children was the only charity that did not have a Facebook or twitter page that could be found. However, Action for Sick Children has recently announced (since the research was started) that they now have a JustGiving page, which will be interesting to watch whether this amounts to a Facebook and twitter page in the near future.

## **Recommendation for Hardware**

For some organisations and charities, there was a focus on recommending hardware and software that can be used to support and increase a child's access to technology. Some of the findings therefore in these next two sections may be repeated. However, as there is quite a difference between the impact a piece of hardware and a software program can make; it was important to separate the two. Some charities/organisations may only recommend one of the two and this seems truer for the recommendation of software, perhaps this could be down to the cost involved in trying out and helping to provide funding for hardware equipment in comparison to software.

AbilityNet has recommendations under its Assistive Technologies section. These are covered under sections relevant to the nature of the disability or difficulty a person has. For example, sections being 'Physical Difficulties', 'Sensory Impairment' and 'Reading and Writing Difficulties'. AbilityNet provides a short one line description of the hardware product and a photo. Further details of the recommended products are covered in the charity's factsheets.

Deafax has available a booklet entitled Transforming Lives through ICT, with a section on equipment recommended by them. Although the emphasis here is children who are deaf or hearing impaired. Much of the hardware documented, could be adapted and used to inspire a child with any form of difficulty in communicating.

British Dyslexia Association provides a list of hardware that may be useful to support a child with dyslexia, with no further commentary.

Scope has a document on supporting AAC through Communications Software that includes some descriptions and commentary on hardware options.

Communication Matters has a section on their website about low and high tech communication aids, which include both hardware and software options. Hyperlinks take the reader to a separate web page about each product with photos and descriptions.

EmpTech is not a charity, but provides a large database of resources on disability and technologies, that can be used to support a wide range of disabilities. Each product in the web-based database is presented with a photo, and a detailed description, including the product's purpose and features as well as an indicative price and a suggested supplier. Additional resources that may relate to the chosen product are also listed under the description.

The ACE Centre has some information on communication aids hardware on their website; with pictures, brief descriptions and in some cases links to see the communication aid in action.

The ACE Centre North has a resource loan bank of assistive technology hardware.

FAST has a library of research projects, involving assistive technology. A section of the projects listed have some mention or interest in hardware that may aid those with difficulties communicating. The projects are not necessarily those concerned with FAST, but a whole wide range of other charities and organisations; many of whom have been mentioned within this report.

Phoneability has articles relating to different items of IT related hardware, for example the benefits of mobile technologies.

Candle has a catalogue of hardware equipment to support AAC. The hardware is displayed through pictures and descriptions.

### **Recommendation for Software**

BECTA has a number of case studies, in which the usage of various useful pieces of software are mentioned and referred to. There are also some 'inspire me' articles, featured on the BECTA website; some which focus on using software to target a particular difficulty or problem. For example: 'Inspire me: Using software to develop cognitive skills'. BECTA also provides links to providers of such software.

AbilityNet has recommendations under its Assistive Technologies section, alongside but separate to recommended hardware. These are covered under sections relevant to the nature of the disability or difficulty. AbilityNet provides a short one line description of the software product and a screenshot. Software products are categorised, for example, under mind mapping software or under voice recognition aids. Further details of the recommended products are covered in the charity's factsheets.

Deafax has available a booklet entitled Transforming Lives through ICT, with a section on "software we love". Although again the emphasis here is children who are deaf or hearing impaired. The software reviewed, could be used in a variety of user contexts. For example, some of software packages have been mentioned via other charities/organisations focused on different disabilities. For example: Clicker is a piece of software that many organisations have recommended.

The National Autistic Society recommends a piece of software for children with autism called StoryBuilder. Their website contains an article on this specific piece of software. StoryBuilder is a computer-based tool, which can be used to create individualised stories for children with Autism and Asperger's syndrome. The Society also recommends other computer software listed as Leisure activities for the home within the website's structure.

British Dyslexia Association has some useful pointers to potentially helpful software. These pointers include descriptions of the software in a varying range of detail.

Scope has a document on supporting communication through AAC, via the use of Communications Software, available as part of a free online self-help training module.

Communication Matters has a section on their website about low and high tech communication aids, which include both hardware and software options. Hyperlinks take the reader to a separate web page about each product with photos and descriptions. Their website also contains links to suppliers of AAC software.

EmpTech is not a charity and instead provides a large database of resources on disability and technologies that can be used to support a wide range of disabilities. Each product in the web-based database is presented with a photo, and a detailed description, including the product's purpose and features as well as an indicative price and a suggested supplier. Additional resources that may relate to the chosen product are also listed under the description.

ACE Centre has a complete section dedicated to software. Although it actually only focuses on seven examples of recommended software. A variety of details are given about each one. Including screenshots of the software environment, details of how to buy or download the software, benefits it has, who the software is for, how it works and specification requirement details for the software.

FAST's library of research projects also contains some project references or involvements in regards to the recommendation of software.

OneVoice ICT has some software tools recommended on their website.

Phoneability has some articles on software to aid accessibility.

Candle recommends some software to support communication through AAC. The software recommendations are presented through pictures and short descriptions of the product.

### **Recommendation for use of AAC to Communicate**

AAC stands for Augmentative and Alternative Communication. This term can cover a huge range of techniques that can support or replace spoken communication. These can include gesture, signing, symbols, word boards, communication boards and books, as well as Voice Output Communication Aids (VOCAs).

There are two main types of AAC system: unaided communication and aided communication. Aided communication can involve Low-Tech or High Tech methods. There is no 'best' type of AAC system. Each has its pros and cons and the most suitable one for an individual will depend on their personal preference as well as abilities and needs.

AAC and both hardware and software to support it, was recommended by several of the organisations investigated. Some touched on it mildly whilst others (AbilityNet, Communication Matters) dedicated whole websites and micro sites to it.

AbilityNet has its own microsite dedicated to 'Exploring AAC'. The site is used to show some of the currently available AAC devices. The microsite is aimed at AAC users and their families and support networks to show them a selection of different AAC devices. The devices can then be chosen to be added to a report that is generated about the chosen devices. The report will then offer advice about different assessment options available, where the device is available and the option to have the report emailed to the user. AbilityNet also offers a free support package for AAC services; offering Local Authorities and Primary Care Trusts in England a number of free one year "Local Capacity" Service Level Agreements(SLA) to support staff and students in their use of assistive technology to overcome communication difficulties.

Scope offers a set of self-help training modules that focus on Supporting Communication through AAC. They also have a document of research on how AAC communication equipment, should be commissioned in the future.

Communication Matters provides recommendations for both low and high tech resources and also has a section on their website dedicated to details on the suppliers of AAC related resources. They have a good section on what AAC actually is and answer various questions about it as concept and a communication system. They also have an email discussion forum for people who use, work with of have an interest in AAC.

Find a Voice offers a resource library, which allows the testing and borrowing of AAC resources.

1Voice merely mentions the use of AAC to communicate. It explains briefly what AAC is, but does not really elaborate further than this. They also state that they do not give advice on communication aids.

EmpTech has some AAC resources within its database of assistive technology products.

ACE Centre has a whole resources section, in which there are several resources available relating to the field of AAC.

The ACE Centre North has a series of training courses focusing on AAC, as well as some information sheets available on using technology with the concept of AAC. They also have an AAC audit questionnaire to identify need for provision for AAC within Local Authorities.

FAST has some references to AAC in their research project library.

Candle recommend some software and hardware options that can be used to support communication through AAC.

## **Case Studies**

Several of the organisations feature case studies on their websites, which in turn recommend the use of certain technologies, to support particular difficulties and/or disabilities.

Becta has many case studies, which focus on using non-specialist technologies in imaginative and innovative ways. For example: *'A class of pupils with severe learning difficulties use podcasting to communicate'*. Becta's Next Generation Learning micro site also has case studies, but mainly in the form of videos hosted via YouTube.

AbilityNet has a webpage dedicated to individual case studies. This focuses on demonstrating the impact technology and access to IT can have on people from a variety of backgrounds. Their website also contains several case studies, of how AbilityNet has helped certain sectors such as the BBC and The British Museum.

JISC TechDis has a large number of different case studies which are categorised. These include: inclusive Practice in Action: The HEAT scheme, e-Learning, Web Accessibility, Virtual Learning Environments, Assistive Technology, Transition, Learning Support, Infrastructure. These include case studies of students with disabilities using technology to support their learning.

Deafax has case studies within its booklet entitled 'Transforming Lives Through ICT'. These are used to describe and demonstrate the impact, the various recommended software and hardware has when used to support a deaf child.

Mencap has a series of video clips that provide a means of case studies in which people talk about their experiences. They also have a section on real-life stories with an article '*William's IT Skills secure him a job*'.

Find a Voice has a webpage on case studies from people who advocate for them.

ACE Centre also has a section on case studies with the stories of seven children included.

ACE Centre North has a case studies area currently with 5 case studies which are from both an individual's perspective and from that of a school's.

FAST have a number of case studies connected with the articles on research projects that other organisations have taken part in.

### **Resource Libraries**

A selection of the charities/organisations investigated, had the facility of a resource library. For these groups the investment in holding resources, allows them to offer the beneficiaries the opportunity to try equipment before they buy it; removing the risks for costly mistakes. The use of holding catalogues and databases of information about equipment is also beneficial and informative, particularly having a knowledge bank of information all in one place.

AbilityNet offers a loan bank service so that users can try before they buy. As well as examples of assistive technology with photos, detailed information plus additional factsheets and information sheets of the key features of the technologies and details of suppliers for certain products.

Find a Voice has a resource library, including a library catalogue complete with pictures to aid the choosing process.

EmpTech provides a large database of resources technologies that can be used to support a wide range of disabilities. Each product in the web-based database is presented with a photo, and a detailed description, including the product's purpose and features, as well as an indicative price and a suggested supplier. Additional resources that may relate to the chosen product are also listed under the description.

Upon further investigation and making contact with the National Autistic Society, it was discovered that there is a large data library of autism related resources called 'Autism Data'. The resources cover a wide range of areas and topics, but when searching the library for certain keywords that relate to technology and IT, it was found that there was a good collection of articles and information relating to the recommendation of IT for those with autism. 'Autism Data' is possibly the only database of published material on autism open for all to access on the web. It contains lists of published research papers, books, articles, videos and materials.

The ACE Centre North has a loan library of Voice Output Communication aids and Access Devices hardware resources.

FAST has a resource library of information relating to various projects, being undertaken within the field of assistive technology.

## **IT Projects**

A majority of the organisations and charities investigated, showed evidence of undertaking projects with some form of IT focus.

It is worth noting that although BECTA has a number of projects, that are underway or haven't taken place; the future of any current projects may be unknown due to the planned closure of BECTA. Some of the projects BECTA had run were the Home Access Programme, ICT Mark for schools and ICT Excellence Awards.

Becta also has its Next Generation Learning micro site which aims to use technology to create a more exciting, rewarding and successful experience for learners of all ages and abilities.

AbilityNet has a section on their website focused on their new and current projects. These include, a project called Access Materials, which aims to highlight some of the issues that can prevent text and online content from being accessible. There is also the project in Sustaining Switched On Communities; an earlier project of AbilityNet's that aims to reach voluntary and community organisations, in certain areas to provide accessibility kits, training, support and a loan bank of accessible ICT.

There is also the Play At ICT project, which aims to increase the utilisation and awareness of the value of accessible technology with pre-school education.

JISC TechDis have developed and produced the TechDis Toolbar, which provides a range of productivity and accessibility tools and aids to help users customise the way they view and interact with web pages. They have also conducted research and information on the usage of mobile devices by disabled learners, in conjunction with MoLeNET. There is also the TechDis HEAT scheme, which aims to provide staff working in higher education, with technology, with which to develop or uncover an aspect of good inclusive practice.

JISC TechDis has also developed the concept of the Accessibility Passport. A document that could accompany a learning resource, designed to deliver information about the accessibility of that resource, as well as alternate strategies and delivery methods to suit a range of contexts and learners.

A current project of JISC TechDis is the Web2Access resource. This aims to help those making decisions about their use of freely available 'Web 2.0' interactive and collaborative e-learning tools.

Deafax has been involved in a number of projects and initiatives:

- The Deaf Children's communication Aids Provision (DCCAP) was a joint initiative between the British Association of Teachers of the Deaf (BATOD) and Deafax. DCCAP was responsible for supporting the provision of equipment and resources for individual pupils and students.
- The Blue Skies Project supports the work done through DCCAP by providing a website resource where Teachers of the Deaf and other interested professionals can find

information, share ideas, comment and discuss with others concerning all aspects of using ICT.

- Deafax has recently been involved in the development of an initiative called Viewtalk a form of video messaging that allows deaf people to communicate as part of an online community. Viewtalk is based upon the WinkBall technology but is a Deafax run version.
- Deafax Research and Development Unit have been looking at visual literacy and the impact of IT on literacy

Autism Speaks has a Science Initiative for Innovative Technology for Autism (ITA). ITA was established to lead in the development of products that provide real world solutions to issues faced by those with autism, their families, educators, healthcare specialists, and researchers. Its primary mission is to adapt and promote the use of available technologies, and spur the development of new technologies, in an interdisciplinary and creative way to facilitate applied research that directly impacts the growing needs of those with autism.

The British Dyslexia Association has a section on their website, with details of both current and completed projects. Their current projects are non-relevant to the area of IT and technologies; however one of its completed projects Project Success has an IT focus. Its aim was to get young learners back into education and training through the use of ICT inventions and assistive technologies. In the five years since its inception, over 1,600 young people in Wales have benefited from the project.

Mencap are running the LiveNet project, which is focused upon providing a range of learning opportunities in Northern Ireland. It will enable children and adults with a learning disability and their carers to use information and communication technology, to improve their health and wellbeing, gain access to information, connect with their community and help achieve their full potential.

Find a Voice has been running an IT Choices programme, which provides one-to-one tuition to students with a wide range of disabilities or learning difficulties, in order to help and guide them in improving their ICT skills at their own pace.

ACE Centre has a current and completed projects section on their website. Current projects include:

- Models of Multidisciplinary Working, which aims to develop new and improved protocols for the provision and support of assistive technology and augmentative and alternative communication.
- OATS – Open Source Assistive Technology Software is a project to make Open Source assistive technology software available for all.
  - [www.oatsoft.org](http://www.oatsoft.org) Aims to provide a web-based 'repository' of open source and freeware software of relevance to users of technology.
- SpeechBubble is a project that aims to provide a unique, searchable website through which therapists, parents, carers and communication aid users themselves can compare and contrast the key features of the aids, provide an insight into how they can be operated and make sense of what's on offer. SpeechBubble is currently due for a September 2010 launch. Following contact from Mark Saville at the ACE Centre, there has been a delay on the launch to early October. SpeechBubble is also now going to be aimed more at therapists, along with

information on equipment that's available. The aim is that SpeechBubble will be added to and improved with time.

- Communication by Gaze Interaction COGAIN is a pan-European project that aims to integrate eye gazed expertise for the benefit of users with disabilities.
- AEGIS is an open-source based generalised accessibility support for mainstream ICT. It aims to make devices like desktop computers, mobile phones and internet applications more accessible to people with disabilities.
- No Speech but Lots to Say: The ACE Centre Advisory trust has received a grant from the Department of Health, to promote the meaningful involvement of adults aged 16 or over , with little or no speech in planning and developing their local services.

Completed projects include:

- GameOn! (Providing accessible gaming software)
- Reasonable Adjustments (in conjunction with BECTA)
- AAIW (Alternative Access Interfacing Windows)
- KPT (Keeping Pace with Technology)
- Toys2Talk
- As well as many more

ACE Centre North has several projects that they are involved with; one of which has an IT focus. The 'Children and Young Peoples Project' aims to develop new protocols for the provision and support of Assistive Technology and AAC.

FAST has a library of projects undertaken by other organisations and charities. A number of these projects involved an IT focus.

### **Information Sheets and Fact Sheets/Articles**

Many of the organisations and charities investigated, had produced information or fact sheets and articles on various topics, including a varying degree of reference to using ICT to overcome difficulties.

BECTA has many factsheets and information sheets to inspire the use of IT, in different disability groups, as well as ideas of how to use non-specialist IT equipment, in innovative and imaginative ways, when educating and working with children.

AbilityNet has a series of detailed fact and information sheets on assistive technologies and configuring a computer to meet the individual needs of the user. Its fact sheets in particular, cover assistive technology and approaches, as well as services and organisations, which can help those with a specialised requirement. The skill sheets offer a step by step guide to help better configure computer and assistive technology software to meet individual requirements.

JISC TechDis has a number of information sheets on its website; focused on various topics, but including topics such as accessibility, inclusion, e-learning and Virtual Learning Environments.

Deafax has some publications available, such as the guide entitled 'Transforming lives through ICT'.

The National Autistic Society has information on Living with Autism, which has further information areas on Communicating and Interacting and the use of visual supports to aid a learner. There is also an article on the website on Computer Applications for People with Autism.

British Dyslexia Association has a series of webpages focused on using ICT and how it can support someone with dyslexia with a focus on supporting literacy, writing and numeracy skills.

Scope has its section of articles and guides on Supporting Communication through AAC.

Mencap has a factsheet on communication and people with a learning disability, as well as other factsheets and guides on living and welfare issues, although there is lack of these that are focused upon using ICT or some form of technology.

Communication Matters has a range of information sheets, based around accessing communication aids via a computer. They have a series of leaflets entitled 'Focus on ...' with a different focus within each leaflet. Communication Matters also publish a journal three times a year. This offers a multi-disciplinary perspective of AAC and contains a collection of articles written by people who use AAC, parents and experienced AAC practitioners. The articles are on a mixture of topics including low and high tech AAC and AAC used by adults and children.

Find a Voice has a small article on using communication aids.

ACE Centre has a resources section on its website with a range of information to access:

- Information on communication aids
- Accessibility resources
- Number of publications on various topics
- Presentations from conferences etc. available to download
- Links and suppliers information

ACE Centre North has a section of information sheets covering AAC, Access, Assessment and Recording and Retrieval.

Phoneability has a number of articles on their website relating to the field of IT and with a focus on accessibility as well. They show an interest in up-to-date technologies, for example currently on their home page, there is a link to a report about watching the 2012 Olympic Games on our mobile phones.

### **Emerging Technology Interest/Use**

With emerging technologies and web 2.0 becoming a key focus and providing such variety, on how we use the internet to communicate. It was interesting to see how charities are using these technologies, in order to reach the beneficiaries and increase their involvement in how the charities or organisations, collect information to aid critical decision making, such as where and how to spend their money and offer support and services.

BECTA have an Emerging Technologies for Learning microsite. However with the future of BECTA's projects and guidance information uncertain; it is currently unknown whether the microsite will

remain and continue to be updated. The up to date nature of the site is particularly important given the fast moving and changing area of technology that the site focuses on. The microsite currently features a list of Key Technology Trends, a Tech News and Analysis section, Tech Research, a discussions area and an events section. Each article on the site has the option to bookmark it with Delicious, Digg, reddit, Facebook and StumbleUpon.

AbilityNet shows several areas of usage and interest in emerging technologies. The website for the charity; has its own blogging area accessible from the home page. The collections of blogs are all written by workers of AbilityNet, although a disclaimer is added here stating that the views expressed are not necessarily representative of the charity. The blog area is aimed to stimulate debate and visitors are welcomed to leave their views and comments. It is worth noting however that the blog has not been updated since December 2009 and there is a pointer from the blog area to AbilityNet's G.A.T.E (Global Assistive Technology Encyclopaedia) Wiki site which perhaps suggests that the hope is that the wiki will supersede the blog. This seems quite possible given the functionality a wiki offers in terms of allowing a discussion to develop and ideas to be contributed.

AbilityNet's G.A.T.E wiki can be found at [www.abilitynet.wetpaint.com](http://www.abilitynet.wetpaint.com) and allows users to sign up to be a writer and contribute to the information collected through the wiki. Writers can upload text discussions, photos and videos to the wiki.

AbilityNet also has its own YouTube Channel and twitter account. They also create a monthly podcast of 30-45 minutes, which takes an informal look at news and developments going on in the areas of access technology and web accessibility. AbilityNet also have a JustGiving page in order to obtain donations.

JISC TechDis has its own twitter account, YouTube channel, RSS Feed of news items and its own blog site with options to share via twitter, Delicious, Digg, Facebook and StumbleUpon. They also have their own community site, to provide discussion and further guidance to projects and events hosted by JISC TechDis.

A current project of JISC TechDis is the Web2Access resource. This aims to help those making decisions about their use of freely available 'Web 2.0' interactive and collaborative e-learning tools.

Autism Speaks has a whole web page dedicated to Social Networks they are involved in. The social networks listed here include, active twitter and Facebook accounts, blogs, Ning, YouTube, Socialvibe, Flickr, FriendFeed and Change.org accounts.

Dyslexia Action is a charity with no specific focus or recommendation in the area of IT and technology; however it makes excellent use of web 2.0 widgets to allow content to be shared and accessed in different forms. The majority of pages on the site have the option to 'Like' the article or information presented, via Facebook's 'Like' feature. There is also options to share and link to the content through email, twitter, Facebook, Del.icio.us, StumbleUpon, Digg, Google and LinkedIn. The charity also has its own YouTube channel, RSS feed, JustGiving and Flickr accounts.

Action for Children has their own twitter, Facebook, YouTube channel and JustGiving accounts. They also have a blog accessible via their website, which is used to relay latest news. Posts and content from the blog can be shared through RSS feed, via email, del.icio.us, Digg, Facebook, Newsvine, Google bookmarks, Yahoo! MyWeb, StumbleUpon, Ma.gnolia and reddit.

Scope has its own blogs, Facebook, twitter, Flickr, MySpace, LinkedIn, YouTube and forum. An RSS feed of the forum is available. Content from the website can be shared via email, Facebook, twitter, Google buzz, Blogger, MySpace, Digg, AIM share, StumbleUpon and more.

Mencap has a bookmark and share feature at the end of its webpages. The sharing widget allows content to be shared through a whole range of web 2.0 means, including Facebook, twitter, mail. They also have their own JustGiving, Facebook and twitter pages.

Find a Voice has a social media bar at the bottom of each page allowing the content to be shared via del.icio.us, Digg, reddit, stumble upon, Technorati, Facebook, twitter, Google bookmarks and fwsip. The charity also has a twitter and Facebook accounts, discussion forum and blog.

Deafax's project View talk offers an evolution of Facebook, but presented in a way accessible to the deaf and those with other disabilities and difficulties. Deafax also has an active Facebook account as well as a currently inactive twitter account.

FAST has an Assistive Technology blog on their website. However there is only one entry displayed which was over a year ago which suggests that the blog is non-active.

PhoneAbility has a twitter feed although it hasn't been updated for a couple of months.

After further investigation it was found that some of the other charities and organisations had social networking accounts that were not visible via their websites. These included:

- National Autistic Society who have both active twitter and Facebook accounts
- British Dyslexia Association have both an active Facebook and twitter page
- 1voice has an active Facebook and a YouTube account
- ACE Centre has an RSS feed for all the news on the website.
- The ACE Centre North and a group called Friends of the ACE Centre both have active Facebook and twitter pages

Reference to Communication Matters for description of AAC

<http://www.communicationmatters.org.uk/page/what-is-aac>