

Supplemental Material S3. Included study references.

- Achmadi, D., Sigafoos, J., van der Meer, L., Sutherland, D., Lancioni, G. E., O'Reilly, M. F., Hodis, F., Green, V. A., McLay, L., & Marschik, P. B. (2014). Acquisition, preference, and follow-up data on the use of three AAC options by four boys with developmental disability/delay. *Journal of Developmental and Physical Disabilities*, 26(5), 565–583. <https://doi.org/10.1007/s10882-014-9379-z>
- Agius, M. M., & Vance, M. (2016). A comparison of PECS and iPad to teach requesting to preschoolers with autistic spectrum disorders. *Augmentative and Alternative Communication*, 32(1), 58–68. <https://doi.org/10.3109/07434618.2015.1108363>
- Beck, A. R., Stoner, J. B., Bock, S. J., & Parton, T. (2008). Comparison of PECS and the use of a VOCA: A replication. *Education and Training in Developmental Disabilities*, 43(2), 198–216.
- Bloh, C., Johnson, N., Strohl, C., & Tidmarsh, N. (2020). Increasing communication for students with visual impairments and developmental disabilities. *The Analysis of Verbal Behavior*, 36(1), 157–168. <https://doi.org/10.1007/s40616-019-00121-1>
- Bock, S. J., Stoner, J. B., Beck, A. R., Hanley, L., & Prochnow, J. (2005). Increasing functional communication in non-speaking preschool children: Comparison of PECS and VOCA. *Education and Training in Developmental Disabilities*, 40(3), 264–278.
- Boesch, M. C., Wendt, O., Subramanian, A., & Hsu, N. (2013). Comparative efficacy of the Picture Exchange Communication System (PECS) versus a speech-generating device: Effects on requesting skills. *Research in Autism Spectrum Disorders*, 7(3), 480–493. <https://doi.org/10.1016/j.rasd.2012.12.002>
- Caradine, M. H. (2021). *The comparative effects of modified augmentative and alternative communication modalities on requesting for a child with autism and visual impairments* [Doctoral dissertation, The University of Memphis]. Dissertation Abstracts International: Section B: The Sciences and Engineering (2594718513; 2021-92236-045).
- Couper, L., van der Meer, L., Schäfer, M. C. M., McKenzie, E., McLay, L., O'Reilly, M. F., Lancioni, G. E., Marschik, P. B., Sigafoos, J., & Sutherland, D. (2014). Comparing acquisition of and preference for manual signs, picture exchange, and speech-generating devices in nine children with autism spectrum disorder. *Developmental Neurorehabilitation*, 17(2), 99–109. <https://doi.org/10.3109/17518423.2013.870244>
- Hill, D. A., & Flores, M. M. (2014). Comparing the Picture Exchange Communication System and the iPad™ for communication of students with autism spectrum disorder and developmental delay. *TechTrends*, 58(3), 45–53. <https://doi.org/10.1007/s11528-014-0751-8>
- Lorah, E. R. (2016). Comparing teacher and student use and preference of two methods of augmentative and alternative communication: Picture exchange and a speech-generating device. *Journal of Developmental and Physical Disabilities*, 28(5), 751–767. <https://doi.org/10.1007/s10882-016-9507-z>
- Lorah, E. R., Tincani, M., Dodge, J., Gilroy, S., Hickey, A., & Hantula, D. (2013). Evaluating picture exchange and the iPad™ as a speech generating device to teach communication to young children with autism. *Journal of Developmental and Physical Disabilities*, 25(6), 637–649. <https://doi.org/10.1007/s10882-013-9337-1>
- McLay, L., Schäfer, M. C. M., van der Meer, L., Couper, L., McKenzie, E., O'Reilly, M. F., Lancioni, G. E., Marschik, P. B., Sigafoos, J., & Sutherland, D. (2017). Acquisition, preference and follow-up comparison across three AAC modalities taught to two children with autism spectrum disorder. *International Journal of Disability, Development and Education*, 64(2), 117–130. <https://doi.org/10.1080/1034912X.2016.1188892>
- McLay, L., van der Meer, L., Schäfer, M. C. M., Couper, L., McKenzie, E., O'Reilly, M. F., Lancioni, G. E., Marschik, P. B., Green, V. A., Sigafoos, J., & Sutherland, D. (2015). Comparing acquisition, generalization, maintenance, and preference across three AAC options in four children with autism spectrum disorder. *Journal of Developmental and Physical Disabilities*, 27(3), 323–339. <https://doi.org/10.1007/s10882-014-9417-x>

- Simms, C. B. (2015). *An evaluation of mand modalities for individuals with limited verbal repertoires* [Unpublished doctoral dissertation]. University of Florida.
- Son, S.-H., Sigafoos, J., O'Reilly, M., & Lancioni, G. E. (2006). Comparing two types of augmentative and alternative communication systems for children with autism. *Pediatric Rehabilitation*, 9(4), 389–395. <https://doi.org/10.1080/13638490500519984>
- Tönsing, K. M. (2016). Supporting the production of graphic symbol combinations by children with limited speech: A comparison of two AAC systems. *Journal of Developmental and Physical Disabilities*, 28(1), 5–29. <https://doi.org/10.1007/s10882-015-9425-5>
- van der Meer, L., Didden, R., Sutherland, D., O'Reilly, M. F., Lancioni, G. E., & Sigafoos, J. (2012). Comparing three augmentative and alternative communication modes for children with developmental disabilities. *Journal of Developmental and Physical Disabilities*, 24(5), 451–468. <https://doi.org/10.1007/s10882-012-9283-3>
- van der Meer, L., Kagohara, D., Achmadi, D., O'Reilly, M. F., Lancioni, G. E., Sutherland, D., & Sigafoos, J. (2012). Speech-generating devices versus manual signing for children with developmental disabilities. *Research in Developmental Disabilities*, 33(5), 1658–1669. <https://doi.org/10.1016/j.ridd.2012.04.004>
- van der Meer, L., Sutherland, D., O'Reilly, M. F., Lancioni, G. E., & Sigafoos, J. (2012). A further comparison of manual signing, picture exchange, and speech-generating devices as communication modes for children with autism spectrum disorders. *Research in Autism Spectrum Disorders*, 6(4), 1247–1257. <https://doi.org/10.1016/j.rasd.2012.04.005>