Many, if not most, of the research sources we need, will come from the non-book category (journals, newspaper articles, government documents, etc.) It is true that we can find out if the University has a particular journal from Library Online Catalog or WorldCat, but we cannot search for specific journal articles in these databases.

For this, we must use other databases, and there are quite a few. For the seasoned, and somewhat removed, doctoral student who has spent 30 years in the library working on his dissertation, these databases are as different as night and day. Each one has strengths and weaknesses and he/she knows what they are and how to use them to the best advantage. For normal folks, however, who work and/or have families and a life, the choice of databases is almost overwhelming. Hence, we will not try to learn or use them all. We will only look at a few of the most powerful ones in our field.

Just as we had a dichotomy in the literature (books versus non-books) there is a dichotomy developing in the non-book world, and I must say this one has even me excited! It is electronic - versus non-electronic journals. The former refers to Journals whose articles are available in full-text over the Internet. More and more, it is becoming unnecessary to trudge across town in the wee hours of the evening to seek a journal article, only to find it gone because someone has cut it out with a razor. For DE students in particular, full text journal articles (and soon full text books) are the greatest invention since the wheel, if not cable TV. We are not totally there yet, however, so we must still
rely in many cases on the processes for getting journals copied from the CSUN Library for DE students.

In Section V, we were introduced to the role that Provider Services play in making databases accessible to CSUN Distance Education Students (or any students off campus for that matter of fact). In that Section we looked for book references in a database called WorldCat whose Provider is First Search. In Section VI we will be looking for journal references in databases with different providers: This will include:

1. EBSCOHOST with a number of databases.
2. CSA with ERIC and LLBA
3. WILEY INTRSCIENCE with Cochran Library
4. ENGINEERING VILLAGE with INSPEC
5. THOMPSON GALE with HEALTH REFERENCE CENTER
6. ELSEVIER with SCIENCE DIRECT
7. WILSON WEB with EDUCATION FULL TEXT

A. IDENTIFYING THE APPROPRIATE DATABASES – JOURNALS FROM THE PROVIDER EBSCOHOST

EbscoHost provides access to **14 databases** and includes full-text access, and depending on the database, links to check CSUN Oviatt Library holdings. Five of these 14 databases are of particular interest to Communication Disorders students:

1. **CINAHL** Plus with Full Text (EBSCO) which Indexes over 3,000 nursing and allied health journals. It provides cited references from 1,600 journals; and provides full-text access to many journals and other sources. It has been in service since 1937.
2. **PsycINFO** (EBSCO) which Indexes over 2,000 journals plus books and book chapters. This has been in service since 1987.
3. **Academic Search Elite** (EBSCO) which abstracts to 3,000 journals (over 1,500 peer-reviewed journals), with full text to more than 2,000 of the journals. Although dates may vary, this service goes back to 1985.
4. **Communication & Mass Media** (EBSCO) which abstracts over 600 journals in communication studies, speech, mass media, journalism, linguistics, and communicative disorders. Full text
for more than 240 journals are available. Dates vary as early as 1915.

5. **ERIC**, the Educational Resource Information Center, which contains more than 1,194,000 records and links to more than 100,000 full-text documents.

One great advantage of using a Provider like EbscoHost is that you can search *all five* of these databases at one time.

To get to EbscoHost (or to any of the individual databases included) we could follow the same path as we did to find the book databases through the *Communication Disorders Library Home page*. Another more basic route to Ebscohost, however, begins on the Library Home page, in the box labeled “**Start Your Research**,,” and also under the ”Find Resources pull down menu where where we will find a Databases A-Z link.

**CSUN Oviatt Library Home Page**

[http://library.csun.edu/](http://library.csun.edu/)
This Databases A-Z link sends us to the top of the Resource list, but we can use the Index at the top to go directly to the “E” listings.

**CSUN Library Database A – Z Index**

<table>
<thead>
<tr>
<th>Databases A-Z</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>About this database list</em></td>
</tr>
<tr>
<td>Jump to titles beginning with: A</td>
</tr>
</tbody>
</table>

- **ABI/INFORM Dateline**
  - Use ABI/INFORM Dateline on Proquest [i]

- **ABI/INFORM Global 1971 -**
  - Use ABI/INFORM Global on Proquest [i]

- **ABI/INFORM Trade & Industry 1971 -**
  - Use ABI/INFORM Trade & Industry on Proquest [i]

This will move us down the list to the EbscoHost link. This will finally take us...

**EBSCOHost Research Databases**

- Use EBSCOHost Research databases [i]: Academic Search Elite, CQ Researcher, Jewish Periodicals, International Political Science Abstracts, PsycC

...to the EbscoHost Search Page where we can select all five of the databases...

**EbscoHost Home Page.**
…that are most germane to Communication Disorders. Clicking on any of the databases provided by EbscoHost, like Eric for example, would have brought us to the same place. Here we cam select one or more databases in which to continue our search. In this case, there will be five. Proceeding on to the Basic Search (by clicking on
the *Continue* link in the upper left hand corner) we can input our search terms: AAC and Communication. Since we had previously checked off five databases for our search, they are listed above.

EbscoHost Basic Search Page

[Image of the EbscoHost Basic Search Page]

after the word “Searching.” By scrolling down, we could refine the search more by selecting a number of options such as English, years, type of literature, etc. It is interesting that we can also include a search for books using these databases. As it is, our search returns a large number of article references (below), many of which are available in Full Text. Below, for example, please note the “**Linked Full Text**” link on references 8, 9 and 10.
Clicking on the **Linked Full Text** link (shown above) gives us the actual article, part of which is show below
An Examination of Preference for Augmentative and Alternative Communication Devices with Two Boys with Significant Intellectual Disabilities

HELEN I. CANNELLA-MALONE**, RUTH M. DUBAR and JEFF SIGAFOS

**The Ohio State University, Ohio, USA. ²Sam Houston State University, and ³Victoria University of Wellington, New Zealand

Selecting an appropriate mode of communication is an important clinical decision when beginning an augmentative and alternative communication (AAC) intervention. In the present study, we investigated whether two boys with significant intellectual disabilities would show a preference for using one of three AAC devices. Initially, the boys were taught to use three AAC devices (i.e., Cyrano Communicator™, Mini-MessageMate™, and a Picture Communication Board) using a multiple-probe-across-devices design. One participant was successful with only one device, while the other was successful in acquiring basic use of all three devices (i.e., making a request using the device and demonstrating correspondence between the picture icon and item requested). The child who acquired basic use of all three devices participated in the second phase. A choice assessment was conducted using a free-operant paradigm to determine which of the three devices he preferred. In the final phase, the most preferred device was targeted for more specific instruction (i.e., retrieving the device from a distance, turning the device on, approaching a communication partner, getting the communication partner’s attention, and using the device to make a request), using a changing criterion design. Results for this participant indicated that he had a clear preference for one device and was able to learn how to use it in a more functional manner. Limitations and suggestions for future research are discussed.

Keywords: AAC intervention; Preference; intervention; Significant intellectual disability

INTRODUCTION

Individuals with significant intellectual disabilities often experience difficulties in communicating (e.g., Downing, 2001; Sigafos, O’Reilly, Ganz, Lancioni, & Schlosser, 2005; Lancioni et al.,

Years ago, it would have taken us maybe multiple trips to the library and hours of searching to get this article, which with a little practice we can now pull up in a matter of minutes without ever leaving home. Research doesn’t get any better than this!

B. IDENTIFYING THE APPROPRIATE DATABASES – JOURNALS FROM THE PROVIDER CSA AND THE DATABASES ERIC and LLBA
CSA Databases provides access to seven databases including some with full text access and information about print resources. The main databases of interest to Communication Disorders Students are ERIC and LLBA. The former we also found in EbscoHost—Eric. The search page of course will have a different format in CSA. We could access this from the Communicative Disorders Home page, or from the A-Z list using either CSA or Eric.

**A to Z Listing for ERIC (Educational Resources Information Center)**

As you can see above, there are actually three paths to ERIC, each of which will have a different search page format. We, of course, will be looking in the **CSA Provider** contracted by the CSUN Library. If we were **not** CSUN students, we could use the third choice, the US Department of Education, which is free. The CSA Search page looks as follows:
There are, of course, many options available if we wish to scroll down the Search Page. Also, please note the helpful Search Tips available just under the boxes for the search words. Using just this simple strategy we come up with 163 references. Of these, 126 are journal articles (of which 73 are Peer Reviewed), and 5 are books. Your results may vary slightly as changes occur over time.
To the right (not shown here) is also a list of descriptor terms which we could use if we wanted to start another search with different
terms. Clicking on the article title or the View Record option will give us the full citation.

CSA Full Citation for ERIC
Title: Starting Somewhere: Folks with Unique Communication Needs Make Their Way at Work

Author: Murphy, Pati

Source: Exceptional Parent; v39 n10 p36-38 Oct 2009

ISSN: 0048-9157

Abstract: A mix of technologies and human dynamics can make good communication a workplace reality when workers cannot take for granted that they'll be understood. As more people using augmentative and alternative communication (AAC) because of significant speech impairment pursue traditional paid, volunteer, and self-employment, their concerns reflect those of typically speaking employees. This article presents some accounts of how individuals with unique communication needs make their way at work.

Publisher: EP Global Communications Inc. 551 Main Street, Johnstown, PA 15901. Tel: 877-372-7368; Fax: 814-361-3861; e-mail: EPAR@kable.com; Web site: http://www.eparent.com/

Resource Location: http://www.eparent.com/

Language: English

Publication Year: 2009

Publication Type: 080 Journal Articles; 141 Reports; Descriptive

Peer Reviewed: No

Accession Number: EJ856339
In addition to all the information here in the Full Citation, we can pursue the “Find Text” link as we did previously to automatically format the reference in an APA style by using the “Save citation information” link.

CSA Find Text Link in ERIC
We are also informed that the Full Text is available from several sources; and that the publication is available in the CSUN Library. If we click on the **Save citation information**, we will have the option to
chose the Style we wish, such as MLA, APA or others. If we select APA and click on Go, the reference will be given in APA format. We can copy and paste the reference in this style into our paper if that is what we need.

We could also pursue the Full Text by clicking on either links, but we have other Providers and Databases to explore for now.

The same procedure, as described above for CSA, can be used to search the LLBA (Linguistics and Language Behavior Abstracts) database.
As described by our Library, “This database provides current selective access to the world’s literature on linguistics and language behavior as a service to all researchers and practitioners in disciplines concerned with the nature and use of language. LLBA provides abstract listings of periodicals, reports, books and conference proceedings in the fields of language learning, speech disorders, and special education in communication, among other topics. Articles abstracted in LLBA are drawn from approximately 1,200 regularly scanned domestic and international journals.” Hence, this is an excellent source of references relevant to research in Communicative Disorders. But it is only available through the CSA Provider to students enrolled in CSUN.

C. IDENTIFYING THE APPROPRIATE DATABASES – JOURNALS FROM THE PROVIDER WILEY INTERSCIENCE AND THE DATABASE COCHRAN LIBRARY

Wiley InterScience is a full-text resource for journal articles. It also indexes hundreds of online books and several Wiley reference works. There is only one database in the Provider and that is the Cochran Library. We can access this through the Communication
Disorders Library Home page, or the A to Z resource listing either under the Provider, Wiley InterScience . . .

CSUN Library Database A – Z Index Under “W”

CSUN Library Database A – Z Index Under “C”

The format of the Search Page will look like this…
Using just a basic search strategy and the words “aac and communication” we will retrieve around 46 references.
These have the full text available as a PDF files.

D. IDENTIFYING THE APPROPRIATE DATABASES – JOURNALS FROM THE PROVIDER ENGINEERING VILLAGE AND THE DATABASE INSPEC

Engineering Village includes two databases: Compendex and INSPEC. While they both may have articles germane to a study of AAC, of particular interest to Communicative Disorders Students would be INSPEC.

- Compendex - abstracts 5000 engineering journals, conferences and reports in all areas of engineering from 1969 to present.
- INSPEC- indexes 3,500 technical and scientific journals and 1,500 conference proceedings in physics, electronics,
computing, control engineering and information technology. Coverage is from 1969 to the present.

INSPEC can be accessed from the A-Z Index or from the Communicative Disorders Library Home Page. It has a search page that looks like this:

**Search Page of INSPEC in the Provider Engineering Village**

It is worth noting that Search Tips at the bottom of the screen provide useful hints for our search strategy. I always recommend sorting by Date so we get the most recent articles first. It is possible to search
both INSPEC and Compendix at the same time, but I am not sure that is of any advantage to a search for AAC references. We might wish to try it out by checking that option under “Select Database” at the top of the page. Using the simple search strategy, “alternat* augment* communicat*”, we get 200 references.

Results Page for Inspec in Engineering Village

There are the familiar links to “Find Text” which we can use to see if the reference is in the CSUN Library or any CSU Library; and we can also automatically format the reference in an APA format. There is also a Full-text link. In this case it only leads us to an abstract. If we take this link we need to realize that we will leave the Engineering
Village format and enter another entirely different database in a different Provider, in this case Informaworld in a Provider called Routledge, Taylor and Francis Group. We would then have to use the back arrow on the Browser if we wanted to return to Engineering Village and INSPEC.

Full Reference from Informaworld in Routledge Taylor & Francis Group

Smooth adaptive sliding mode observers in uncertain chaotic communication

Authors: R. El-Sayed, A. S. I. Zinober
Affiliation: Department of Applied Mathematics, The University of Sheffield, Sheffield, UK
DOI: 10.1080/0020772701679973
Publication Frequency: 12 issues per year
Published in: International Journal of Systems Science, Volume 38, Issue 11 January
Subjects: Artificial intelligence; Automation Control; Communications & Information Processing; Engineering; Control Engineering; Digital Signal Processing; Dynamical Control Systems; Dynamic Systems; Industrial Engineering & Manufacturing; Intelligent Systems; Systems & Control Engineering
Formats available: HTML (English) PDF (English)
Also Incorporating: Systems Analysis Modelling Simulation Article Reviewer Role Reference Request PERMISSION

E. IDENTIFYING THE APPROPRIATE DATABASES – JOURNALS FROM THE PROVIDER THOMPSON GALE AND THE DATABASE HEALTH REFERENCE CENTER.
The THOMPSON GALE Provider (actually, I think they are dropping the Thompson and going just by Gale) has database of particular interest to Communication Disorders Students called Health Reference Center Academic. It can be accessed through the A–Z Index or the Communication Disorders Library Home page. I recommend using the database name and not the Provider. The search page looks as follows:

**Basic Search Page for “Heath Reference Center Academic” in Gale**

Without limiting the results by the options listed farther down the page (not shown above) we obtain 213 references.

**Results Page for “Heath Reference Center Academic” in Gale**
Eighty Six of the references are in Academic Journals, 102 are in Magazines and 25 are news reports. No books are listed. We need to click on the Tabs to see the individual References. If we click on the reference itself however, we can a full text reference and even have it translated into another language!
Full Text Reference for “Heath Reference Center Academic” in Gale

Advanced theory of mind in children using augmentative and alternative communication. (Report).


**Author(s):** Anett Sundqvist and Jerker Ronnberg.

**Document Type:** Magazine/Journal

**Bookmark:** [Bookmark this Document](#)

**Source Citation**


**Document URL:**

http://find.galegroup.com/cx/informark.do?&contentSet=IAC-Documents&type=retrieve&tabId=T002&prodId=HRCA&docId=A218292230&source=gale&rcprod=HRCA&userC

**Gale Document Number:** A218292230

**Disclaimer:** This information is not a tool for self-diagnosis or a substitute for professional care.
F. IDENTIFYING THE APPROPRIATE DATABASES – JOURNALS FROM THE PROVIDER ELSEVIER WITH THE DATABASE SCIENCE DIRECT.

Science Direct in the Provider Elsevier has over 1700 science and social science journals published by Elsevier, Academic Press, and several other publishers; full text from 1998- as well as abstracts of hundreds of journal articles from partner publishers. It can be accessed through the A – Z Index or the Communication Disorders Library Home page. It has a search page that looks as follows:

Search Page for Science Direct in the Provider Elsevier

Please note the “Search Tips” link available in the left upper corner (see arrow above). Conducting a simple Keyword search using the terms “aac communication” we get more than 6000 references. We may wish to reduce this number by using the Advanced Search option (see the arrow below), and some
of the delimiters like dates, Content type, Language, type of publication, etc.

Results Page for Science Direct in the Provider Elsevier

Please note that the white book icon to the left of the reference indicates that CSUN does not subscribe to this journal. But the green book icon indicates that the article is available online. Clicking on the Full Text link under the reference takes us to the online article, or we can have also get the full article in PDF format (see below).
Teaching students with developmental disabilities to locate their AAC device

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Received 18 March 2003; received in revised form 14 July 2003; accepted 15 July 2003

Abstract

Students with autism and related developmental disabilities who do not speak are often taught to use some type of augmentative and alternative communication (AAC) system, such as a voice output communication aid (VOCA). One problem with such devices is that the person may be unable to communicate when the device is not readily accessible. We first taught three nonverbal students with autism to use a VOCA to request access to preferred items. Following this initial acquisition phase, however, none of the students would locate their VOCA when it was not within reach. A least-to-most prompting procedure was implemented to teach the students to locate their AAC device. The effectiveness of this procedure for teaching VOCA location skills was evaluated in a delayed multiple-baseline across subjects design. The results showed that the intervention was effective in teaching the students to locate their AAC device when they needed it to request access to preferred objects. Teaching VOCA location skills may be a useful and necessary component in AAC interventions for some people with developmental disabilities.

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Keywords: voice output communication aids; AAC intervention; location training; least-to-most prompting; autism; developmental disability

Individuals with developmental disabilities who have limited or no speech are candidates for augmentative and alternative communication (AAC; Reichle,
G. IDENTIFYING THE APPROPRIATE DATABASES – JOURNALS FROM THE PROVIDER WILSONWEB WITH THE DATABASES EDUCATION FULL TEXT and OMNIFILE FULL TEXT MEGA.


The two databases that interest us the most are, **Education Full Text** and **OmniFile Full Text Mega**. The latter does a cross search in all these databases.

We can access the Education Full Text database either through the A – Z Library Index or the Communication Disorders Library Home page.

**A – Z Library Index**

*Education Full Text (Wilson)*

Articles from over 550 education journals; indexing 1983-, abstracts 1994-, select full text 1996-

The search page looks something like this:
It was necessary to pull down the Database Selection area to choose the Databases we wish to search. In this case we have checked the “Education Full Text Database. Using the smart search option and sorting by date we get 119 records. If we had also checked off the Omni Full Text Mega option, we would have obtained around 158. As it is, most of the references we have can be obtained in Full Text online in HTML or in PDF format. It is interesting that if we had limited the search to Full Text only we would still have received 67 records.
The number of useful records with their full text in all these databases is certainly amazing and much can be done with these. In the next Section, however, we will look at some of the “big guns” available to CD student to do research. These include, Medline, PubMed and Communications Disorders Multi Search.