Annotated Bibliography

Emily Streich

Professor Lucas

Southwest Minnesota State University

Alper, S., Sahoby, R. (2006). Assistive Technology for Individuals with Disabilities: A Review of Synthesis of the Literature. *Journal of Special Education Technology, 21(2),* 48-54. Retrieved from http://wordpress.ed.pacificu.edu/educ551/files/2011/08/Computer-Adapted-CBI\_JSETv21n2.pdf

This article introduces what the Technology-Related Assistance for Individuals with Disabilities Act of 1988 is. It breaks this act down and explains several different aspects of what it includes. In addition, this article talks about the different barriers that are included with assistive technology including things like complex systems and designs. Overall, I believe this information is credible because of all the references that are recorded at the end and within the writing. On the other hand, I would probably avoid using this source because of the complexity of the information. There are many different aspects of this technology law and this could get away from the real point of my paper.

Borg, J., Larsson, S., Olof, P. (2011). The Right to Assistive Technology: For Whom, For What, and by Whom? *Disability & Society,* *26(2),* 151-167. Retrieved from http://www.tandfonline.com/doi/full/10.1080/09687599.2011.543862#.VD8VqBYXOSM

Larsson and Olof write about what assistive technology can not only do in schools, but also how it can help in society. For instance, they state that assistive technology helps to diminish some of the barriers between individuals and their employers. They also discuss the different aspects of assistive technology, some of which include its’ availability and the way that the Convention on the Rights of Persons with Disabilities sees it. Due to the number of references and in-text citations, I can find exactly where the information came from and therefore see this source as credible. This source would be a wonderful place to find specific details, but it also holds a substantial amount of information on an analysis that was performed and therefore may not leave much other useful information.

Chung, Y., Douglas, Karen. (2014). Communicative Competence Inventory for Students Who Use Augmentative and Alternative Communication: A Team Approach. TEACHING Exceptional Children, 47(1), 56-68. Retrieved from https://smsu.mplus.mnpals.net/vufind/Summon/Record?id=FETCH-LOGICAL-p600-251a0a4e1e42238d29542f9db03fadf51280f96810d605d1b76b132c20aa721c3

This article begins by giving the story of a few children who have disabilities and use assistive technology in and out of the classroom. Chung and Douglas state that families should be involved in every step of their child’s progress and learning, and teachers should be fully educated to work with all different types of students, their parents, and be able to collaborate with other teachers. The article ends by going through the steps of a communication program and how to implement it. This source is likely to be used because the background of the authors and the information cited seems to be credible. One drawback of this source is that it focuses a large portion of its information on one process.

Edyburn, D. (2004). Rethinking assistive technology. *Special Education Technology Practice, 5(4),* 16-23. Retrieved from http://imet.csus.edu/imet12/portfolio/bennett\_mela/507/assets/Rethinking%20Assistive%20Technology.pdf

Edyburn breaks down the definition of assistive technology and talks in depth about the different ways that others define it. He then goes on to talk about the certificates that teachers need to have and how assistive technology does not always make it into the hands of an individual who really needs it. Finally, he states the different recommendations that he would make to change the future of assistive technology. I enjoy this source because it covers a wide array of subjects that could be useful for my paper. On the other hand, this source may not work due to the fact that is sounds biased.

Edyburn, D. (2006). Assistive Technology and Mild Disabilities. *Special Education Technology Practice,* *8(4),* 18-28. Retrieved from https://ef7e680ba5fbe35491880cd38f6ceb73bc95a045.googledrive.com/host/0BxFAYVOZ453RTEQyX1hqX2xmV1k/Day%2006%20%28weekend%20reading!%29/ATMildDisabilities.pdf

In this article, Edyburn defines what individuals with mild disabilities is. He states the different disorders that it might include, and gives several statistics. In addition, he writes about how children with mild disabilities compare to others in the classroom, and when parents and teachers should start to intervene. Edyburn then writes about how adults should understand the assistive technology, before giving it to a child or student to use. Finally, he addresses the problem of availability of resources. Teachers are reluctant to give one child this technology, when there are many more students who could use it just as much. I believe that I would use this article because it gives good statistics and facts about what problems schools are facing. One drawback of this source is that in the references, he sources himself quite a few times.

Ee, W., Cohen, L. (2012). Assistive Technology Use amongst Students with Visual Impairments and Their Teachers: Barriers and Challenges in Special Education. Retrieved from https://repository.nie.edu.sg/bitstream/10497/6173/1/NIE\_research\_brief\_12-005.pdf

The authors of this article start of by giving information about the benefits of assistive technology, and how it has been successful for an abundance of people. They give specific examples about what this technology can help with, and how you should implement its’ use. This article seems as though it is credible due to the amount of scholarly references. This article contains details and information that I was searching for, for my paper, but a drawback is that it is a short article and only touches on a few different topics.

Hetzroni, O., Schrieber, B. (2004). Word Processing as an Assistive Technology Tool for Enhancing Academic Outcomes of Students with Writing Disabilities in the General Classroom. *TEACHING Exceptional Children, 37(2),* 143-154. Retrieved from SMSU Library Bookshelves.

This article introduces the topic of students who have trouble reading and writing, and how having word processing as assistive technology can help improve their skills. A study was done examining if student’s writing skills would improve if they were able to use a word processing system. The results show that having assistive technology can drastically improve students’ performance. They specifically addressed the methods, procedures, and results. I would consider this source credible because the reference page is very complete and trustworthy. The downfall of this source is that it’s about a specific study, which can take away from some of the general information.

Manikam, R. (2014). Giulio E. Lancioni and Nirbhay N. Singh (eds): Assistive Technologies for People with Diverse Abilities. *Journal of Child and Family Studies, 23(7),* 1310-1312. Retrieved from https://smsu.mplus.mnpals.net/vufind/Summon/Record?id=FETCH-LOGICAL-c1007-190864d4770ad82e833051323ea80802915776521b7627cb1a00e89e246a06873

Manikam breaks down a book by chapters and writes about what each of those chapters contains. He begins by talking about disabilities in the brain that individuals may encounter. This injuries will most likely injure parts of the brain that allow a person to effectively communicate, therefore they use assistive technology to speak for them. He then goes on to talk about a study that was conducted with secondary students. The results show how students use this technology effectively and how it can be implemented into classrooms. This source offers information that is credible because the information came from a book that was published and deemed credible. The drawback of this source is that it only comes from one reference, instead of cross referencing the information.

McCulloch, L. (2004). Assistive Technology: A Special Education Guide to Assistive Technology. Retrieved from http://opi.mt.gov/pdf/SpecED/guides/AssistiveTechGuide.pdf

This article held by the Montana Office of Public Instruction, contains a wide array of information on the topics of special education and assistive technology. They formatted their information into paragraphs that answer several different questions. In addition, they give details about what you should buy for assistive technology, and what the different terms mean and explain. I would consider this source credible because it is done in part by the state. The one drawback of this source is that is has so much information that one could never incorporate all the different subjects that it touches on.

Mechling, L., Gast, D., Langone, J. (2002). Computer-Based Video Instruction to Teach Persons with Moderate Intellectual Disabilities to Read Grocery Aisle Signs and Locate Items. *The Journal of Special Education, 35(4),* 224-240. Retrieved from SMSU Library Bookshelves.

This article talks about a study that was done with individuals with intellectual disabilities. It describes the methods, setting, procedure, and individuals that were tested. It then goes on to show the results, and explain whether or not they were helpful. Oftentimes individuals with intellectual disabilities have a hard time reading social cues. By using a computer based program, these individuals are able to learn the information in an easier environment before being exposed to it in a chaotic environment.

Parette, H., Angelo, D. (1996). Augmentative and Alternative Communication Impact on Families: Trends and Future Directions. *The Journal of Special Education, 30(1),* 77-91. Retrieved from SMSU Library Bookshelves.

This article by Schrieber, begins by explain what an Individualized Education Program is. It continues by stating that family plays a very important role in supporting their children and their assistive technology devices. It then concludes by telling readers that assistive technology varies depending on the person, and it is going to take many different people to capitalize on these tools. This source offers useful information and would be considered credible because of the fact that the authors are both from universities and are experts in the field. A drawback of this source is that it is outdated and therefore the information may not fit the ability of technology in today’s society.

Savage, M. (2014). Self-Operated Auditory Prompting Systems: Creating and Using Them to Support Students with Disabilities. *TEACHING Exceptional Children, 47(1),* 46-55. Retrieved from https://smsu.mplus.mnpals.net/vufind/Summon/Record?id=FETCH-LOGICAL-c1013-aa57d31710884c2e988c7fc90223766015e640522107c93444e09828d6e1ad083

This article by Savage is based on Self-Operated Auditory Prompting Systems. She explains what these devices are and what students may benefit from them. In addition, she gives a few different examples of individuals who have these devices. She then goes step by step through the process of how to work these pieces of technology effectively. Finally, the article states that individuals can be independent with these devices and that everyone has different needs, so the technology will change from person to person based on those needs. This source is credible due to the fact that the author specializes in this field and references many other credible sources. The drawback of this source is that it does not have many in-text citations.