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# 2004 Annual Report

## Special Education Assistive Technology (SEAT) Center

Phil Parette, Ed.D.  
*Director*

Brian Wojcik, M.S.Ed.  
*Coordinator*

January 23, 2005



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Special Education Assistive Technology  
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## SEAT Center State Advisory Group 2004-06

Tom Heimsoth, *Chair*  
*Oswego, IL*

Wilhelmina Gunther  
*Illinois Assistive Technology  
Project*

Dr. Paul Dulle  
*Infinitec*

Joe Rives  
*Institutional Research*

Dr. George Peterson-Karlan  
*Department of Special  
Education*

Dr. Ann Beck  
*Speech Pathology &  
Audiology*

Corey Tello  
*Mackinaw Valley Special Education  
Association*

Dr. Ann Caldwell  
*Disability Concerns*

Christopher Kelly  
*State Farm Insurance*

Vickie Wilson  
*Coalition for Citizens with Disabilities*

Kristin Starks  
*Normal, IL*

Dr. Paula Smith  
*Nokomis, FL*

Dr. Nelda Jones  
*Chicago, IL*

### SEAT Representatives

*Dianne Ashby*  
College of Education

Jim Thompson  
*Department of Special Education*

Gail Lamb  
*ISU Foundation*

Bob Aaron  
*Marketing and  
Communications*

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### Introduction

The Illinois Board of Higher Education approved the establishment of the Special Education Assistive Technology (SEAT) Center on August 21, 2001. The SEAT Center, housed in Fairchild Hall on the Illinois State University (ISU) campus, is composed of a community of individuals, including faculty, staff, school administrators and teachers, professionals from public and private organizations, business personnel, family members, and consumers with disabilities.

The SEAT Center staff is composed of Dr. Phil Parette, Director, who is also Professor and Kara Peters Endowed Chair in the Department of Special Education; Brian Wojcik, Coordinator; and two graduate assistants. The operations of the Center are realized through a 'community' of individuals, including SEAT Faculty Associates across departments (Drs. George Peterson-Karlan, Emily Watts, Julia Stoner, Stacy Jones Bock, and Ann Beck); ISU administrative personnel; ISU Foundation staff; faculty across disciplines; administrators, teachers, and related service personnel in public school systems; family members and their children with disabilities; members of public and private organizations; and representatives of the business sector. An Advisory Board, representing a wide array of constituencies, provides guidance and direction regarding SEAT activities.

### Vision

The scope of the SEAT Center is noted in its vision statement:

The SEAT Center will be a national and international center of excellence where partnerships advance the knowledge and practice of assistive technology, enhancing teaching, learning and living.

### Mission

The vision statement of the SEAT Center is further clarified in its mission

statement that includes five facets:

To be a:

- *Center of innovation* where knowledge and practices regarding technology are created, integrated and disseminated to present and future primary, secondary and higher education professionals and people with disabilities and their families.
- *Center of access* to those teaching, developing and using the tools of technology.
- *Center of instructional excellence* where students, practicing teachers, and educational professionals can learn and practice technology solutions available for use in school, work and community.
- *Center of accessible technology solutions* needed by Illinois State University students with disabilities to be successful in their university experience.
- *State, national and international partner with education and industry* in creating and sharing instructional, training, and support resources for educational professionals who are preparing students to be world citizens.

### Values

Specific values that guide the Center's operation include:

- *Individuality* – Of instruction focused on each diverse learner with unique educational needs and potential
- *Growth* – In research, application, and service both inside and outside of the classroom.
- *Partnership* – With families, communities, business, education, government, and industry at the local, state, and national level.
- *Innovation* – In a rapidly changing and continually evolving field of assistive technology.

### Accomplishments in 2004

This Executive Summary is organized to summarize various accomplishments of the SEAT Center during 2004. Activities and achievements are organized around each of the five Vision Statements.

#### *Vision 1: Center of Innovation*



- Key Accomplishments:
- Creation of scholarly works
- Professional development activities
- Web Presence
- Pilot testing of statewide professional development module
- Created on-line electronic journal
- DDD Research-Based and Emerging Practices textbook

The first vision of the SEAT Center's mission is to be a *Center of Innovation*, or vehicle through which AT knowledge and practices are created, integrated, and disseminated. Mechanisms through which innovation has been demonstrated include (a) scholarly productivity, (b) enhanced Web presence, (c) piloting a statewide professional development project, and (d) online journal maintenance.

### Scholarly Productivity

One mechanism through which the Center successfully addressed this facet was through the scholarly productivity of the Director, Coordinator, SEAT Associates, and collaborations with other ISU faculty members. During 2004, faculty generated a substantive number of scholarly works related to AT including books ( $n=4$ ), peer-reviewed journals ( $n=14$ ), textbook chapters ( $n=2$ ), and presentations at professional meetings ( $n=34$ ) (see Appendix A). A number of innovative research projects have been initiated to examine a variety of AT strategies and approaches that will provide the foundation for future product development.

### Professional Activities

The SEAT Center conducted a wide range of professional activities in response to requests from schools, and professional and student organizations ( $n=188$ ). Presented in Table 1 are data pertaining to professional development activity in 2004.

*Table 1*  
Professional Activities in 2004

Professional Activity <sup>1</sup>	N
School consultation	67
Professional development activities	19
AT demonstrations	42
Preservice or student organization presentations	43
Professional organization activities	17
<b>Total</b>	<b>188</b>

<sup>1</sup>Non-peer-reviewed

### Web Presence

Collaborations with University Marketing and Communications (Photography, Publications, Graphic Design, Video Production), and Web Support Services culminated in an enhanced Web presence for the Center (see <http://www.seat.ilstu.org>). An engaging splash page (see Figure 1) was designed as well as content pages (see Figure 2) for presenting a full array of information related to SEAT operations, partnerships, and services.



Figure 1. Splash page for SEAT Center Web site at <http://www.seat.ilstu.org>



Figure 2. Content page for SEAT Center Web site at <http://www.seat.ilstu.org>

## Preparing All Teachers for Assistive Technology (AT<sup>2</sup>)

In collaboration with Infinitic, the SEAT Center prepared and facilitated the delivery of an innovative AT professional development module to 250 teachers across Illinois. The module was based on the Instructional Technology Passport System-Competency 9 module used successfully with education majors at ISU. This training included both Web-based (see Figure 3) and hands-on components

in Resource Centers statewide. Feedback from participants regarding the quality of the training, and its utility in classrooms has been very positive. Teachers participating in this training have committed to a five-year outcomes monitoring process that will examine both students and teacher outcomes resulting from the training over time. This training approach will serve as a prototype for future professional development activities delivered by SEAT in partnership with both Infinetec and other organizations nationally.

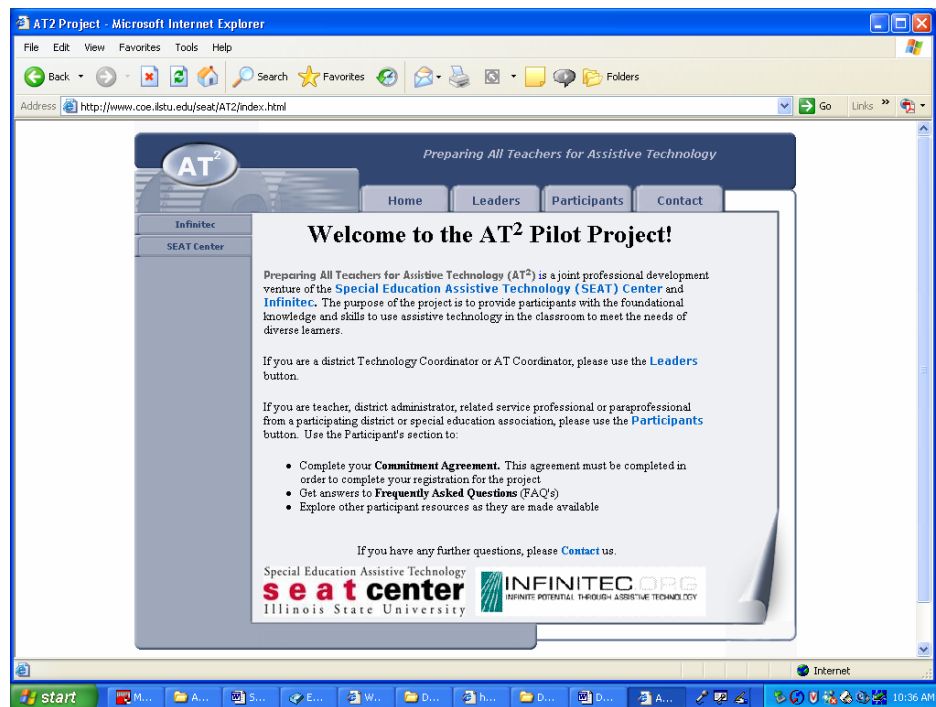


Figure 3. Participants page for AT<sup>2</sup> Project at <http://www.coe.ilstu.edu/seat/AT2/index.html>.

### *Assistive Technology Outcomes and Benefits Journal*

In collaboration with the Assistive Technology Industry Association (ATIA), the SEAT Center published *Assistive Technology Outcomes and Benefits*--the first AT outcomes-focused electronic journal--in Fall, 2004. The publication, archived on the ATIA Web site at <http://www.atia.org/atob/ATOBVIN1/index.htm> is both cross-disability and transdisciplinary, and publishes articles related to the *outcomes* and *outcomes* of assistive technology (AT) across the lifespan. The journal's purposes are to (a) foster communication among vendors, AT Specialists, AT Consultants, and other professionals that work in the field of AT, family members, and consumers with disabilities; (b) facilitate dialogue regarding effective AT practices; and (c) help practitioners, consumers, and family members advocate for effective AT practices. A Call for Papers for the second volume is currently underway, with the second issue to be published in Summer/Fall, 2005.

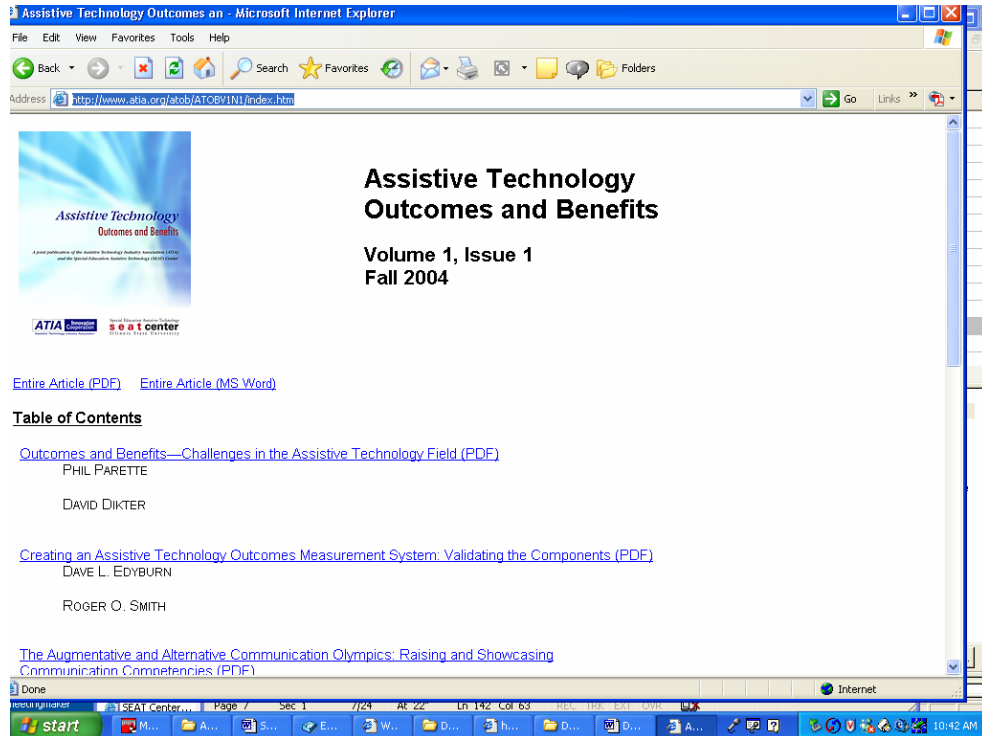


Figure 4. ATOB journal archived at <http://www.atia.org/atob/ATOBV1N1/index.htm>.

## Division on Developmental Disabilities Best Practices

In collaboration with the Council for Exceptional Children, Division on Developmental Disabilities (DDD), two members of the SEAT Center will serve as Co-Editors of a textbook, *Research-Based and Emerging Practices in Developmental Disabilities*, to be published in 2005. This textbook will include several chapters on AT co-authored by SEAT Associates. Contributors for the textbook have been contacted, and agreements to participate have been secured.

### *Vision 2: Center of Access*



#### Key Accomplishments:

- Delivery of external department presentations
- Accessible resource database development

The second vision of the SEAT Center's mission is to be a *Center of Access* to various constituencies involved in teaching, developing, and using the tools of technology. This vision has been addressed through (a) delivery of external department presentations, and (b) ongoing development of a resource database.

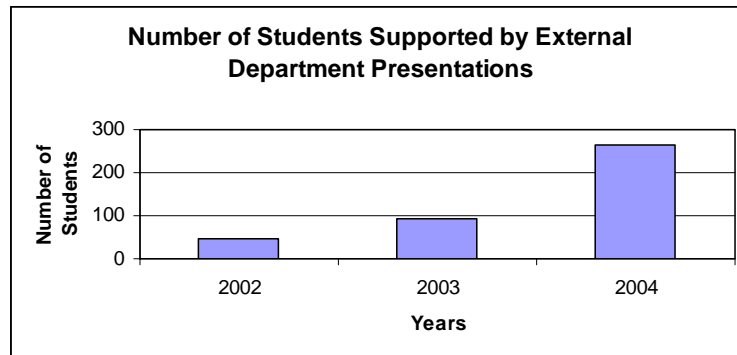
#### External Department Presentations

One mechanism through which the Center afforded access to others was through

the successful delivery of presentations for instructors and students on the ISU campus during 2004 (see Table 2). These presentations included a number of AT topics that addressed the facilitation of access to the general education curriculum. Increasing demand for SEAT access was reflected an approximate 487% increase in the number of students supported through these presentations in 2004, and substantive increase from total students served in 2002 (see Figure 5).

*Table 2*  
Number Students Supported in External ISU Department Presentations

Department	'03	'04	% Chg 02-03
Geography	22	8	-63.6%
Foreign Language	15	16	6.7%
Psychology	34	32	-5.9%
Speech Language Pathology	0	60	--
Interdisciplinary Course	22	148	572.7%
<b>Total</b>	<b>45</b>	<b>264</b>	<b>486.7</b>



*Figure 5.* Increase in students served, 2002-2004.

## Database Development

The SEAT Center hosts a substantial resource database that is being developed to facilitate access by various constituencies on-line. Currently, the database has numerous components, including an equipment listing and print product listing that will be linked to extensive vendor database and resource scheduling database

### *Vision 3: Center of Instructional Excellence*



#### Key Accomplishments:

- Technical support for five courses
- Field-based, pre-student teaching support at three sites
- Maintenance of open computer lab
- Supervision of Illinois Technology Passport System-Competency 9 (ITPS-9) implementation

The third vision of the SEAT Center's mission is to be a *Center of Instructional Excellence*. This component is addressed through (a) special education course technical support; (b) clinical support; (c) maintenance of an open computer lab; and (d) supervision of ITPS-9 implementation in the College of Education.

### Course Support

The SEAT Center provides technical support for five classes in the Department of Special Education (SED 377, 379, 479, 498, 593.03). Presented in Table 3 are data regarding students served by class and semester.

*Table 3*  
Number of Students Supported by SEAT Center by Course

Course	Sp	N/2003		Total	Sp	N/2004		Total	03-04 % Chg.
		Su m	Fall			Sum	Fall		
SED 377	111	0	138	<b>249</b>	124	23*	105	<b>252</b>	1.2
SED 379	119	26	154	<b>299</b>	147	23	182*	<b>352</b>	17.7%
SED 452	15	0	0	<b>15</b>	21	0	0	<b>21</b>	40%
SED 454	0	0	0	<b>0</b>	0	22	0	<b>22</b>	--
SED 479	0	12	0	<b>12</b>	0	0	0	<b>0</b>	-100%
SED 489.11	0	0	0	<b>0</b>	23*	0	0	<b>23</b>	--
SED 498	0	11	0	<b>11</b>	0	0	0	<b>0</b>	-100%
SED 593.03	4	0	0	<b>7</b>	16	0	0	<b>16</b>	128.6%
PAS 360	0	0	0	<b>0</b>	60	0	0	<b>60</b>	--
<b>Total</b>	<b>234</b>	<b>49</b>	<b>292</b>	<b>575</b>	<b>391</b>	<b>68</b>	<b>287</b>	<b>746</b>	<b>29.7%</b>

\* Includes Peoria LBS II Cohort (N=23)

A total of 746 students were served in courses supported by the SEAT Center during 2004, reflecting a *change of approximately 30%* since 2003, and more than doubling since 2002 (see Figure 6). Courses delivered in the Center are supported with (a) specialized equipment and materials funded via a federal grant, donations from vendors, and private gifts; (b) 'open lab hours'; and (c) instruction consultation/collaboration with SEAT Center staff.

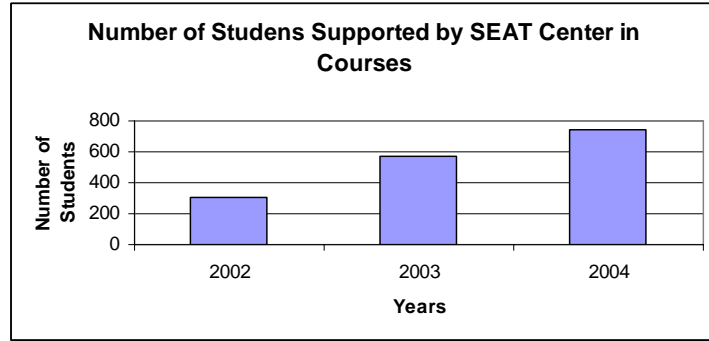


Figure 6. Student support by courses, 2002-2004.

### Field-Based, Pre-Student Teaching Support

The SEAT Center also provided support to students in field-based sites, including Peoria, McLean, and Chicago. As noted in Table 4, a total of 130 students across these three sites benefited from SEAT Center support. AT presentations are typically made on a targeted inservice day for students participating in field-based settings. Across all three sites, the number of students served in 2004 increased by approximately 22%.

Table 4  
Number of Field-Based Students Supported by SEAT Center

Site	Sp '03	Fall '03	Total '03	Sp '04	Fall '04	Total '04	03-04% Change
Peoria	16	27	43	19	31	50	16.3%
McLean	19	30	49	21	34	55	12.2%
Chicago	11	27	38	18	35	53	39.5%
<b>Total</b>	<b>46</b>	<b>84</b>	<b>130</b>	<b>58</b>	<b>100</b>	<b>158</b>	<b>21.5%</b>

### Open Computer Lab

An open computer laboratory is maintained by the SEAT Center. Lab facilities were available for students approximately 10 hours weekly during the Spring semester, and approximately 25 hours weekly during the Fall semester of 2004. The lab is used to support curricula offerings across departments at ISU, and serves as the vehicle through which *all education majors* develop mandated technology competencies by the College. Trends in lab hour usage are reflected in Table 5. As can be seen, the number of hours in which the Center is open to students has increased approximately 85% while the number of students served increased approximately 105%. Increases in the open hours and number of students served since 2002 is even more dramatic (see Figure 7).

*Table 5*  
Total Open Lab Hours of Operation and Student Usage by Semester

	Sp	N 2003		Total	Sp	N 2004		Total	03-04 % Chg.
		Sum	Fall			Sum	Fall		
Wkly Hrs.	10	28.5 <sup>2</sup>	25	937	31	54.5 <sup>2</sup>	32.5	1733.5	85
Open N Students Served	534	17	626 <sup>1</sup>	1177 <sup>1</sup>	1074 <sup>1</sup>	236 <sup>1</sup>	1104 <sup>1</sup>	2414 <sup>1</sup>	105.1

<sup>1</sup>Includes ITPS-9 students.

<sup>2</sup>Open Lab Availability, Not always staffed by SEAT Personnel

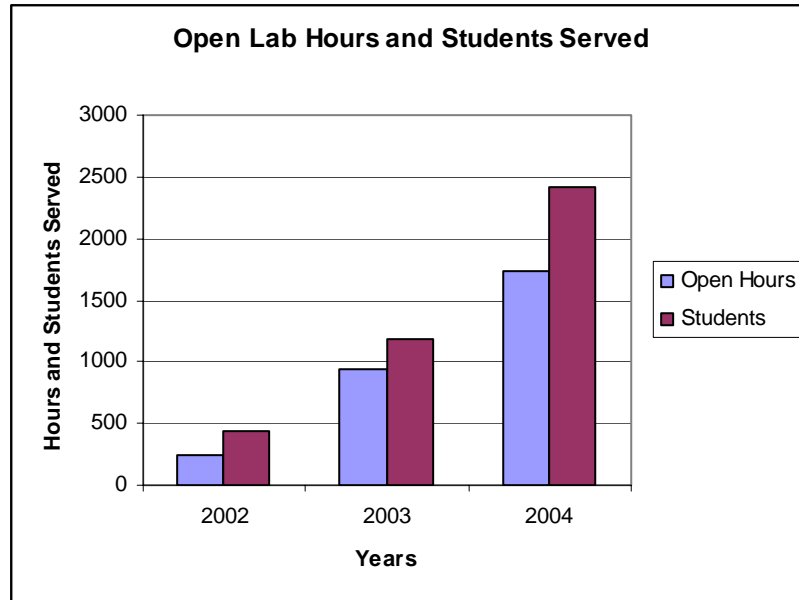


Figure 7. Open lab hours and students served, 2002-2004.

### ITPS-9 Implementation

The SEAT Center also coordinated delivery of instruction for all Illinois State University teacher candidates participating in the Illinois Technology Passport System (ITPS) *Competency 9: Assistive Technology*. This competency was implemented during the Fall '03 semester and is required for all teacher education candidates. The SEAT Center assumes responsibility for providing on-line and hands-on training to all Illinois State University students pursuing a teaching degree (approximately 1,200 students per year; more than 5,000 total students majoring in education).

In order to meet *ITPS Competency 9*, students all students enrolled in special education (except Deaf and Hard of Hearing) and all early childhood majors are required to take SED 379, *Introduction to Assistive Technology*. All teacher education students not taking SED 379 must complete a two-stage process (see Figure 8): (a) Stage 1 requires completion of an online module of instruction and assessment requirement; and (b) Stage 2 requires a hands-on performance experience and assessment. Completion of these two stages requires students to

be physically present in the SEAT Center lab.

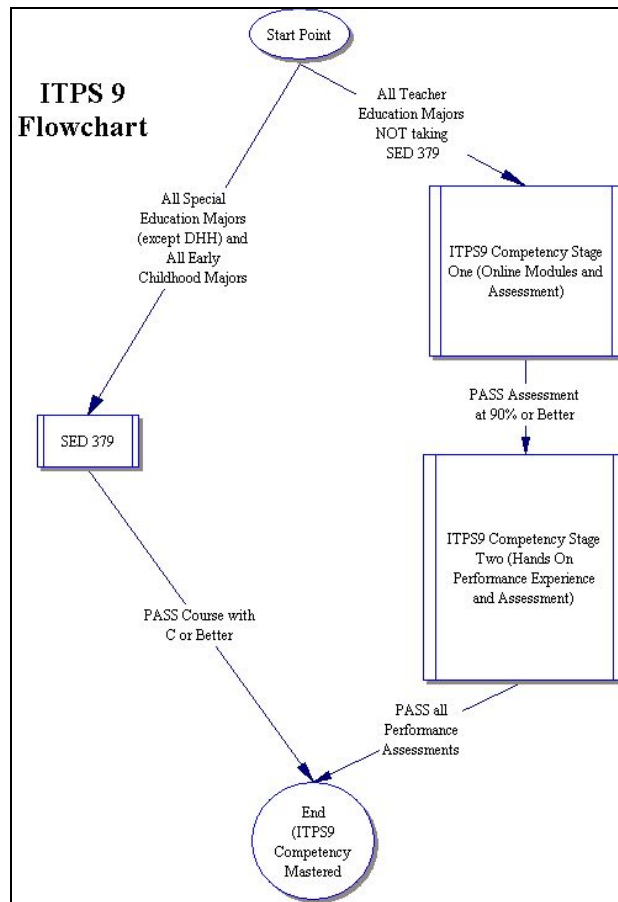


Figure 8. ITPS flowchart.

Presented in Table 6 are data pertaining to student performance in these stages.

Table 6  
Data related to number of students and passing rates for ITPS 9

Semester	N	% Passing Stage One	% Passing Stage Two	% Passing Both Stages
Fall 2003	503	86.9	92.4	85.9
Spring 2004	593	93.4	94.9	92.2
Summer 2004	33	87.9	90.9	81.8
Fall 2004	597	92.1	94.5	90.8

### Vision 4: Center of Accessible Technology Solutions



#### Key Accomplishments:

- Collaboration with Disability Concerns
- Involvement of students in awareness efforts

The fourth vision of the SEAT Center's mission is to be a *Center of Accessible Technology Solutions*. In 2004, this component was addressed through collaboration with Disability Concerns on the ISU campus via representation on their Advisory Board, and collaborating with this campus office to identify students with disabilities to participate in SEAT-sponsored public awareness efforts. Of particular importance was the involvement of students in several awareness events including a major presentation at the International Council for Exceptional Children Annual Meeting in April, and an awareness meeting involving a representative of Speaker of the House Dennis Hastert's staff in November.

### ***Vision 5: State, National and International Partner with Education and Industry.***



#### **Key Accomplishments:**

- Partnerships with Infnitec, National Visioning Group, ATIA, Autism Spectrum Disorders Conference, U. S. Congress, Illinois Children's Healthcare Foundation, Ronald MacDonald House Charities, ISU Entrepreneurial Program, Advisory Restructuring

The fifth vision of the SEAT Center's mission is to be a *state, national, and international partner with education and industry*. This component is addressed through collaborative activities with (a) Infnitec; (b) a National Visioning Group; (c) the Assistive Technology Industry Association (ATIA); (d) District 87 Public Schools in Bloomington; (e) Autism Spectral Disorders Conference at ISU; (f) Illinois Children's Healthcare Foundation; and (g) Ronald MacDonald House Charities.

#### **Infinitec Partnership**

In 2004, collaborations with Infnitec culminated in a formal partnership agreement to create a national AT coalition. A Work Plan for SEAT/Infnitec collaboration in 2005 was jointly developed during the summer, and presented for approval by the ISU administration, and shared with the SEAT Advisory Group in December. This Work Plan will be expanded to cover a multi-year emphasis on enhancing the Infnitec Illinois AT Coalition, and creating new coalitions outside Illinois.

This new partnership will result in tremendous synergy, and product development/service delivery that cannot be realized by either organization separately. Given that Infnitec has successfully established a relationship with almost half the schools in Illinois, there exists a successful record of established, trusting relationships in Illinois that have substantively increased the capacity within Illinois communities to more effectively implement AT. States outside Illinois have expressed interest in the coalition, and efforts were initiated to create partnerships based on the Infnitec model. The SEAT Center brings the capability

of strengthening the Infinitec model through its research capabilities, and capacity for generating cutting edge AT knowledge and training approaches that can be disseminated effectively through the Infinitec mechanism, thus reaching more teachers—and more children—while providing a broader array of support services based on ‘best practice’ in the field. The Infinitec model is predicated on a modest fee for service model that maximizes the services afforded to participating school districts. Joint collaboration between the two partners will provide a mechanism to support both groups as the coalition expands nationally.

### **National Visioning Group**

In December, the SEAT Center hosted a *Day of Visioning: Increasing Access to Assistive Technology*, attended by invited national education leaders, executives of prominent AT companies, not-for-profits, and government representatives. The Executive Summary of this important planning meeting is archived at the SEAT Web site at: <http://www.seat.ilstu.org>. Issues related to creating a national AT agenda were identified and discussed, with information being compiled for dissemination to various constituencies. The information obtained at this meeting will facilitate the creation of a national AT agenda, involving national partnerships, products, distribution, and outcomes.

### **ATIA**

The SEAT Center continues to collaborate with the Assistive Technology Industry Association (ATIA) to jointly publish a publicly available, no-cost on-line journal, *Assistive Technology Benefits and Outcomes*. The Director of the Center served as Editor of the publication, and efforts are currently underway to publish a second volume of the journal.

### **Autism Spectrum Disorders (ASD) Conference**

The SEAT Center provided major support to the ASD Conference held at ISU on September 16-18. The attendance at this meeting exceeded expectations, and the SEAT Center played a prominent role in assisting with the planning for this meeting, including, but not limited to providing a wireless software lab for participants at the meeting, conducting AT presentations, facilitating AT vendor contributions and involvement, and supporting faculty and student involvement.

### **U. S. Congress**

Federal support from the U. S. Congress has been secured to support the SEAT Center partnership with Infinitec, and to extend the work of SEAT in creating innovative, AT outcomes-focused professional development strategies and materials that can be distributed nationally.

### Illinois Children's Healthcare Foundation (ICHF)

The SEAT Center secured funding from the ICHF for a three-year outcomes-based project designed to develop innovative AT toolkit approaches to be used in seven preschool classrooms at the Sara Raymond Early Childhood Education Center, in the District 87 School District in Bloomington. This project will serve as a prototype for AT best practices training that will be delivered nationally in the years ahead.

### Ronald MacDonald House Charities (RMHC)

In recognition of the work conducted by the SEAT Center, funding was provided by RMHC to extend its work in the area of AT best practices, with special emphasis on low-income students with disabilities nationally.

### ISU Entrepreneurial Program

In both Spring and Fall semesters, students enrolled in MQM 326, Small Business Field Studies, collaborated with the SEAT Center on targeted projects designed to assist in both short- and long-range planning. In the Spring, a student team provided an analysis of the industry environment and a comparison of the SEAT Center to other AT centers in order to determine what opportunities and threats currently exist. In the Fall, a student team conducted an examination of Web sites hosted by Tech Act projects nationally to assist the Center in understanding the array of AT services currently available in the U.S.

### Advisory Restructuring

In December, the SEAT Advisory Group convened and approved a restructuring of the Center's advisory functions. A new National Advisory Group will be created in 2005, having an emphasis on national issues and partnerships, foundation development, and governmental relations/advocacy. This group will have representation by key government, private sector, not-for-profit, higher education, and other targeted groups/organizations dedicated to AT partnerships and furthering the development and implementation of a national AT agenda. The existing advisory group will become the State Advisory Group, and have an emphasis on local and state issues, as well as fund-raising responsibilities.

### Meeting the Challenges of 2005



#### Key Issues:

- National AT agenda
- Increasing capacity for productivity
- Expanding partnerships

The SEAT Center will continue to maintain operations associated with its institutional, local, and regional commitments, though added emphasis will be

placed on its leadership role at the national level. Three specific areas will be targeted in the next calendar year that include (a) facilitating development of a national AT agenda, (b) increasing capacity for productivity, and (c) expanding partnerships.

### Developing a National AT Agenda

With the impetus provided by information shared by AT leaders present at the *Day of Visioning: Increasing Access to AT* event on December 9-10, 2004, the Center is committed to assuming a leadership role in developing a national AT agenda that is sensitive to legislative forces, including the (a) No Child Left Behind Act of 2001 (P. L. 107-110) that emphasizes student achievement; (b) Assistive Technology Act of 2004 (PL 108-364) that emphasizes direct delivery of AT services to persons with disabilities; and (c) AT consideration for all students with disabilities articulated in the Individuals with Disabilities Education Improvement Act of 2004 (H. R. 750), and accompanying language of *highly qualified personnel* within the legislation. Members of this Visioning group will become the catalyst for development of a working business and strategic plan by the end of the first calendar quarter. Part of the plan should reflect some innovation in channel and product development, measurement of need to reflect distribution priorities and other guidelines and how to best incorporate the other players in a comprehensive AT market place. The plan must also reflect immediate innovative objectives that address student achievement initiatives (short-term wins), non-traditional partners, and include input pertaining to the definition of *highly qualified personnel* in the Individuals with Disabilities Education Act of 2004.

### Increasing Capacity for Productivity

The SEAT Center has been recognized as an ISU institutional priority, and the institution has repeatedly articulated support for building capacity of the Center to assume a national AT leadership role. This role was recognized at the *Day of Visioning: Increasing Access to AT* event on December 9-10, 2004. It has also been acknowledged by the U. S. Congress through its support of the SEAT Center partnership with Infintec to develop a national AT coalition.

Additionally, relationships with numerous foundations have emerged to support the efforts of the Center to develop and disseminate AT best practice professional development strategies and materials.

Building capacity is central to the ability of the Center to meet its commitment to furthering a national AT agenda, and increasing access to AT for all persons with disabilities. Building this capacity, however, will require careful attention on the part of the institution to supporting the core functions of the Center, while assisting the Center to secure new capacity-building resources that will ensure success in creating and sustaining new partnerships and both short- and long-

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term product development. Specific institutional challenges include long-term support of core Center personnel positions, and maintenance of the technology and personnel infrastructure that supports the SEAT Center equipment inventory, ITPS-9 system, and open laboratory.

### Expanding Partnerships

With a federal commitment to the SEAT/Infintec partnership, coupled with emerging relationships with foundations interested in SEAT Center activity, new and dynamic relationships with a cadre of groups must be developed in 2005 and subsequent years. As noted by the participants in the *Day of Visioning: Increasing Access to AT* event on December 9-10, 2004, many national groups could be more effectively integrated to make the power and promise of AT a reality, including a wide array of general education, related service personnel, and administrative organizations. These groups must be approached systematically, and included as partners to the extent possible as a national agenda unfolds and product development and effective distribution ensues that addresses national priorities and opportunities.

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APPENDIX A  
Scholarly Productivity

### 2004 Presentations Related to Assistive Technology

Bailey, R. L., Parette, H. P., Stoner, J. B., & Angell, M. E. (2004, November). *Teaming, dreaming, and factors affecting AAC use: Perspectives of parents/guardians*. Poster session presented at the 2004 ASHA Convention, Philadelphia, PA.

Beck, A. R., Kosuwan, K., & Thompson, J.R. (2004, November). *Adolescents' attitudes toward a peer who uses AAC*. Paper presented at the presented at the American Speech-Language-Hearing Association Convention, Philadelphia.

Beck, A. R., Prochnow, J., Hanley, L., Bock, S., & Stoner, J. (2004, August). *Increasing functional communication in preschool children: Comparison of PECS and VOCA*. Poster session presented at the American Speech-Language-Hearing Association, Philadelphia, PA.

Beck, A. R., Stoner, J. B., & Bock, S. J. (2004, April). *Understanding language and sensory dysfunction profiles of individuals with autism spectrum disorders (ASD)*. Paper presented at the 2004 CEC Convention & Expo, New Orleans, LA.

Bock, S. J., & Stoner, J. B. (2004, April). *A comparison of high- and low-technology methods for increasing functional communication*. Paper presented at the Council for Exceptional Children 2002 National Convention and Expo New Orleans, LA.

Bock, S. J., & Stoner, J. B. (2004, October). *A comparison of high and low technology methods for increasing functional communication*. Paper presented at the 9<sup>th</sup> International Conference Cognitive Disabilities/Mental Retardation, Autism, and Related Disabilities, Council for Exceptional Children Division on Developmental Disabilities, Las Vegas, NV.

Bock, S. J., Stoner, J. B., Beck, A. R. (2004, October). *The Picture Exchange Communication System: Validating intervention practices for nonverbal individuals*. Paper presented at the 9<sup>th</sup> International Conference on Cognitive Disabilities/Mental Retardation, Autism, and Related Disabilities, Las Vegas, NV.

Carroll, K., Bailey, R. L., Parette, P., & Stoner, J. (2004, April). *Perceptions of AAC use across settings by parents/guardians of children with communication devices*. Poster presentation to the Iowa Conference on Communication Disorders, Cedar Falls, IA.

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- Densberger, K., Bailey, R. L., Parette, P., & Angell, M. (2004, April). *Perceptions of special educators regarding barriers and facilitators of AAC use across settings*. Poster presentation to the Iowa Conference on Communication Disorders, Cedar Falls, IA.
- Dudek, K., Beck, A., & Dennis, M. (2004, November). Children's attitudes toward AAC device type (Static vs. dynamic). Poster session presented at American Speech-Language-Hearing Association Convention, Philadelphia, PA.
- Hourcade, J. J., Parette, H. P., & Anderson, H. (2004, April). *Collaboration in the schools: Issues and solutions*. Paper presented at the Council for Exceptional Children Annual Convention and Expo, New Orleans.
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