

---

# 2005 ANNUAL REPORT

## SPECIAL EDUCATION ASSISTIVE TECHNOLOGY (SEAT) CENTER

Phil Parette, Ed.D.  
*Director*

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



Special Education Assistive Technology  
**seat center**  
Illinois State University

February 10, 2006

---

**DEPARTMENT CHAIR**  
James R. Thompson, Ph.D.

**COLLEGE DEAN**  
Deborah J. Curtis, Ph.D.

**SEAT CENTER STAFF**

**ITPS-9 Coordinator**  
Tara Mishra

**Graduate Assistants**  
Derek Berube  
Manoj Tilloo

**SEAT CENTER FACULTY ASSOCIATES**

Ann R. Beck, Ph.D.  
Stacy Jones Bock, Ph.D.  
George R. Peterson-Karlan, Ph.D.  
Emily H. Watts, Ph.D.  
Julia B. Stoner, Ed.D.

**SEAT CENTER STATE ADVISORY GROUP, 2004-06**

Tom Heimsoth, <i>Chair</i> <i>Oswego, IL</i>	Wilhelmina Gunther <i>Illinois Assistive Technology Project</i>	Dr. Paul Dulle <i>Infinitec</i>
Joe Rives <i>Institutional Research</i>	Dr. George Peterson-Karlan <i>Department of Special Education</i>	Dr. Ann Beck <i>Speech Pathology &amp; Audiology</i>
Corey Tello <i>Mackinaw Valley Special Education Association</i>	Dr. Ann Caldwell <i>Disability Concerns</i>	Christopher Kelly <i>State Farm Insurance</i>
Dr. Nelda Jones <i>Chicago, IL</i>	Kristin Starks <i>Normal, IL</i>	Dr. Paula Smith <i>Nokomis, FL</i>

**SEAT REPRESENTATIVES**

<i>Dianne Ashby</i> College of Education	James R. Thompson <i>Department of Special Education</i>	Gail Lamb <i>ISU Foundation</i>
		Bob Aaron <i>ISU Marketing and Communications</i>

Special Education Assistive Technology  
**s e a t center**  
Illinois State University

## 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 R. Peterson-Karlan, Emily H. Watts, Julia B. Stoner, Stacy Jones Bock, and Ann R. 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 2005

This Executive Summary is organized to summarize various accomplishments of the SEAT Center during 2005. 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
- Statewide professional development module
- Maintained on-line electronic journal
- DDD Research-Based and Emerging Best Practices textbook
- Piloted Teacher-Focused Podcast

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, (d) online journal maintenance, (e) the compilation of the Division on Developmental Disabilities (DDD) *Research Based and Emerging Best Practices* textbook, and (f) a pilot launch of the first teacher-focused podcast targeting topics related to technology and students with diverse learning needs.

## 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 2005, faculty generated a substantive number of scholarly works related to AT including peer-reviewed journals and textbook chapters ( $n=37$ ), and presentations at professional meetings ( $n=53$ ) (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.

## Web Presence

The Center maintains a Webpage at <http://www.seat.ilstu.org/> (see Figure 1).

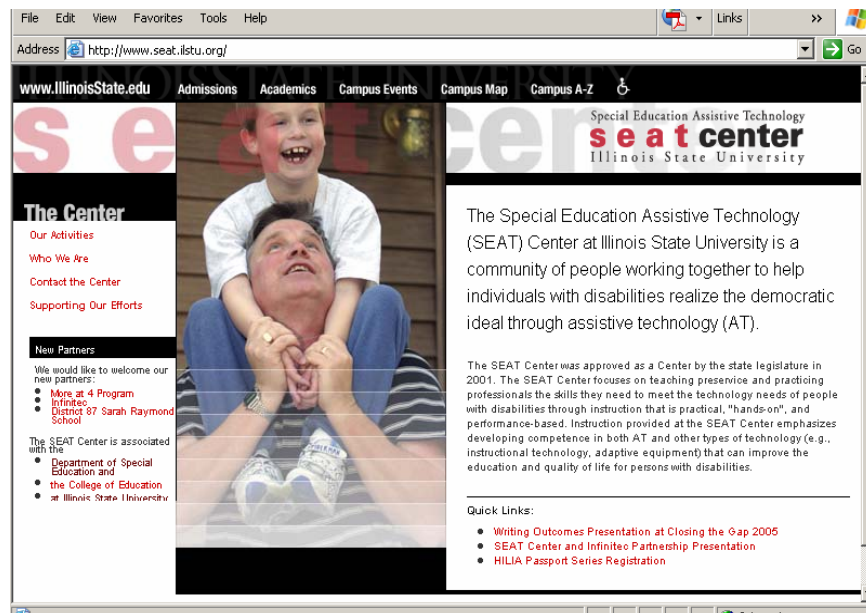


Figure 1. Splash page for SEAT Center Web site at <http://www.seat.ilstu.org>

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

In collaboration with Infnitec, 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 2) 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 Infnitec and other organizations nationally.

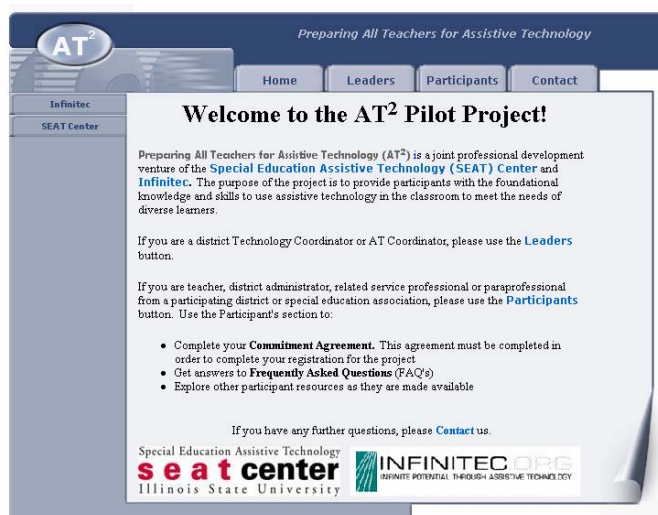


Figure 2. Participants page for AT<sup>2</sup> Project at <http://www.coe.ilstu.edu/seat/AT2/index.html>.

### ***Assistive Technology Outcomes and Benefits Journal***

In collaboration with the Assistive Technology Industry Association (ATIA), the SEAT Center published the second volume of *Assistive Technology Outcomes and Benefits* (see <http://www.atia.org/atob/ATOBWeb/ATOBV2N1/index.htm>; Figure 3) that is both cross-disability and transdisciplinary. The journal publishes articles related to the *outcomes* and *outcomes* of assistive technology (AT) across the lifespan. Its 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 third volume is currently underway, with the third issue to be published in Summer/Fall, 2006. Hard copy production of the journal was deliberated in Fall, 2005, with a decision being made to establish this as a priority for 2006. Additionally, the journal is

anticipated to expand to include a series of hard copy special issues designed to address emerging issues in the field.



Figure 3. 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), Drs. Phil Parette and George Peterson-Karlan served as Co-Editors of a textbook, *Research-Based and Emerging Best Practices in Developmental Disabilities*, to be published in 2006 by Pro-Ed. This textbook includes several chapters on AT co-authored by faculty members in the Department of Special Education.

### Teacher Focused Podcast Launching

In November 2005, in collaboration with Infinitec and McLean County District Number 5, the SEAT Center participated in a launching of the Building Educational Success Through Technology (BEST) Podcast, specifically designed and targeted to provide information to teachers about ways in which technology can be used to assist diverse learners. As a monthly podcast, it has received wide attention with over 5,000 downloads since it was launched and has been featured in various electronic news sources including newspapers and organizational newsletters worldwide. Current and archived show notes can be accessed at <http://bestpodcast.blogspot.com> (see Figure 4).

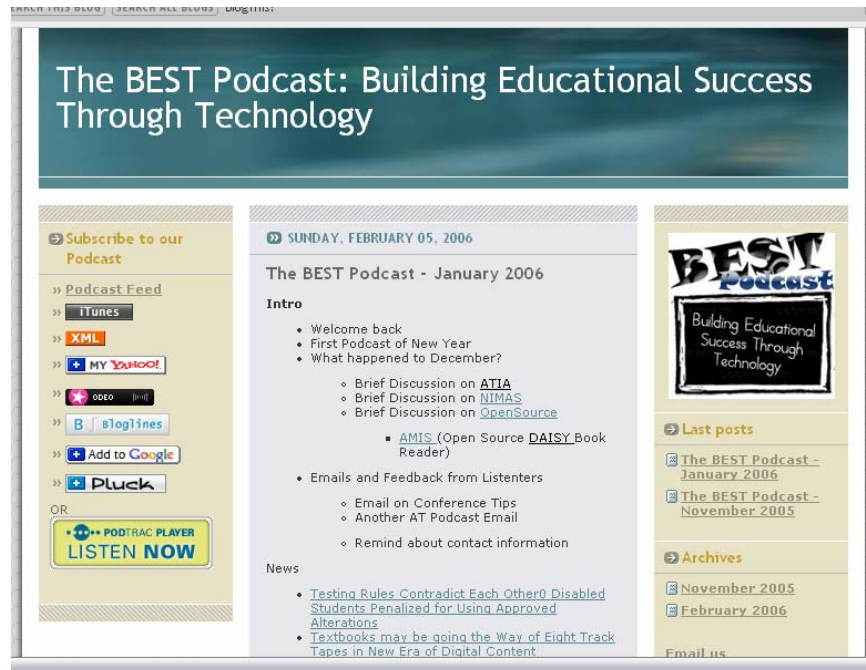


Figure 4. Building Educational Success Through Technology (BEST) Podcast site.

## Vision 2: Center of Access



### Key Accomplishments:

- Professional Activities
- 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.

### Professional Activities

The SEAT Center conducted a wide range of professional activities in response to requests from schools, and professional and student organizations ( $n=224$ ). Presented in Table 1 are data pertaining to professional development activity in 2005.

**Table 1**  
Core SEAT Personnel Professional Activities in 2005

Professional Activity <sup>1</sup>	N
School consultation	46
Professional development activities	48
AT demonstrations	55
Preservice or student organization presentations	38
Professional organization activities	37
<b>Total</b>	<b>224</b>

<sup>1</sup>Non-peer-reviewed; does not include Autism Spectrum Disorders Project statewide activities.

### 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 2005 (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 (Figure 5).

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

Department	'04	05	% Chg 04-05
Geography	8	11	37.5%
Foreign Language	16	12	-25%
Psychology	32	38	18.8%
Speech Language Pathology	60	63	5%
Interdisciplinary Course	148	215	45.3%
<b>Total</b>	<b>264</b>	<b>339</b>	<b>28.4%</b>

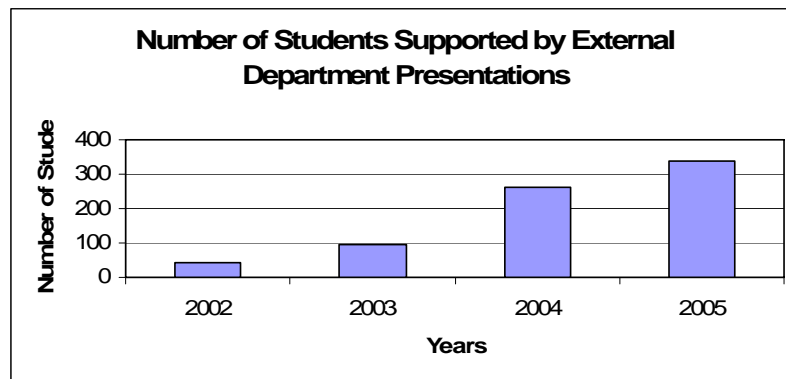


Figure 5. Increase in students served, 2002-2005.

## Database Deployment

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 three sites
- Expansion and Maintenance of open computer lab
- Supervision of Illinois State University Instructional 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 356, 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	N 2004				N 2005				04-05 % Chg
	Sp	Sum	Fall	Total	Sp	Sum	Fall	Total	
SED 356	0	0	0	0	10	0	0	10	NA
SED 377	124	23	105	252	130	21	132	283	12.3%
SED 379	147	27	182*	352	127	27	170	324	-8.0%
SED 452	21	0	0	21	23	0	0	23	9.5%
SED 454	0	22	0	22	0	0	0	0	-100%
SED 479	0	0	0	0	24	0	5	29	NA
SED 489.11	23*	0	0	23	0	0	0	0	-100%
SED493.11	0	0	0	0	5	0	0	5	NA
SED 498	0	0	0	0	0	0	0	0	Na
SED 593.03	16	0	0	16	13	0	0	13	-18.3%
PAS 360	60	0	0	60	63	0	0	63	5%
<b>Total</b>	<b>391</b>	<b>68</b>	<b>287</b>	<b>746</b>	<b>395</b>	<b>48</b>	<b>307</b>	<b>750</b>	<b>0.5%</b>

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

A total of 750 students were served in courses supported by the SEAT Center during 2005, which is relatively consistent with the statistic from 2004 (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.

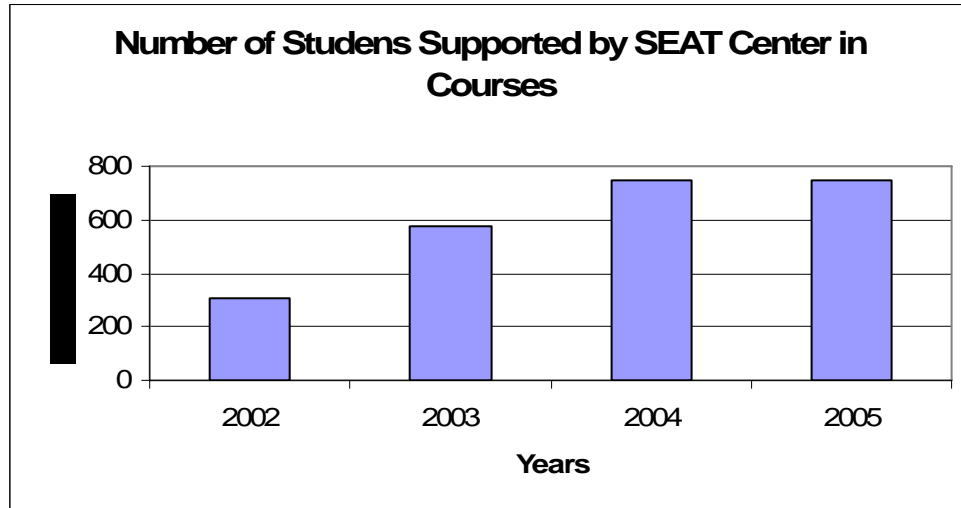


Figure 6. Student support by courses, 2002-2005.

### 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 156 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.

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

Site	Sp '04	Fall '04	Total '04	Sp '05	Fall '05	Total '05	04-05 % Change
Peoria	19	31	50	26	21	47	-6%
McLean	21	34	55	30	24	54	-1.8%
Chicago	18	35	53	25	30	55	3.8%
<b>Total</b>	<b>58</b>	<b>100</b>	<b>158</b>	<b>81</b>	<b>75</b>	<b>156</b>	<b>-1.3%</b>

### Open Computer Lab

An open computer laboratory is maintained by the SEAT Center. In Fall 2005,

the SEAT Center opened an additional lab in Fairchild Hall, Room 323. This was made possible due to the purchase of laptop computers that replaced the existing laptop computers in Fairchild 324. The new laptop computers are now housed in the main classroom and lab (Fairchild 324) and the existing laptop computers are now housed in Fairchild 323. This has allowed greater access to the SEAT Center’s resources for student use, classroom use, and presentations and workshops. Lab facilities were available for students approximately 41 hours weekly during the Spring semester, and approximately 84.5 hours weekly (combined between Fairchild rooms 323 and 324) during Fall semester, 2005. 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 noted, the number of hours that the Center is open to students has increased approximately 44% while the number of students served increased approximately 47%. 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

	<i>N</i> 2004				<i>N</i> 2005				04-05 % Chg.
	Sp	Sum	Fall	Total	Sp	Sum	Fall	Total	
Wkly Hrs. Open	31	54.5 <sup>2</sup>	32.5	1733.5	41	40.5 <sup>2</sup>	84.5 <sup>3</sup>	2494	43.9%
N Students Served <sup>1</sup>	1074	236	1104	2414	1356	307	1876	3539	46.6%

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

<sup>2</sup> Open lab availability; not always staffed by SEAT personnel

<sup>3</sup> Combined open lab hours for Fairchild Rooms 323 and 324

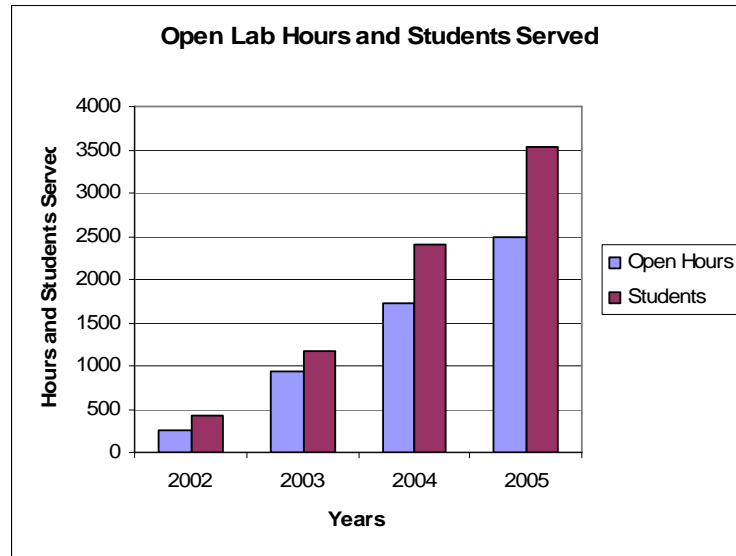


Figure 7. Open lab hours and students served, 2002-2005.

## 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: (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 (see Figure 8). Completion of these two stages requires students to be physically present in the SEAT Center lab.

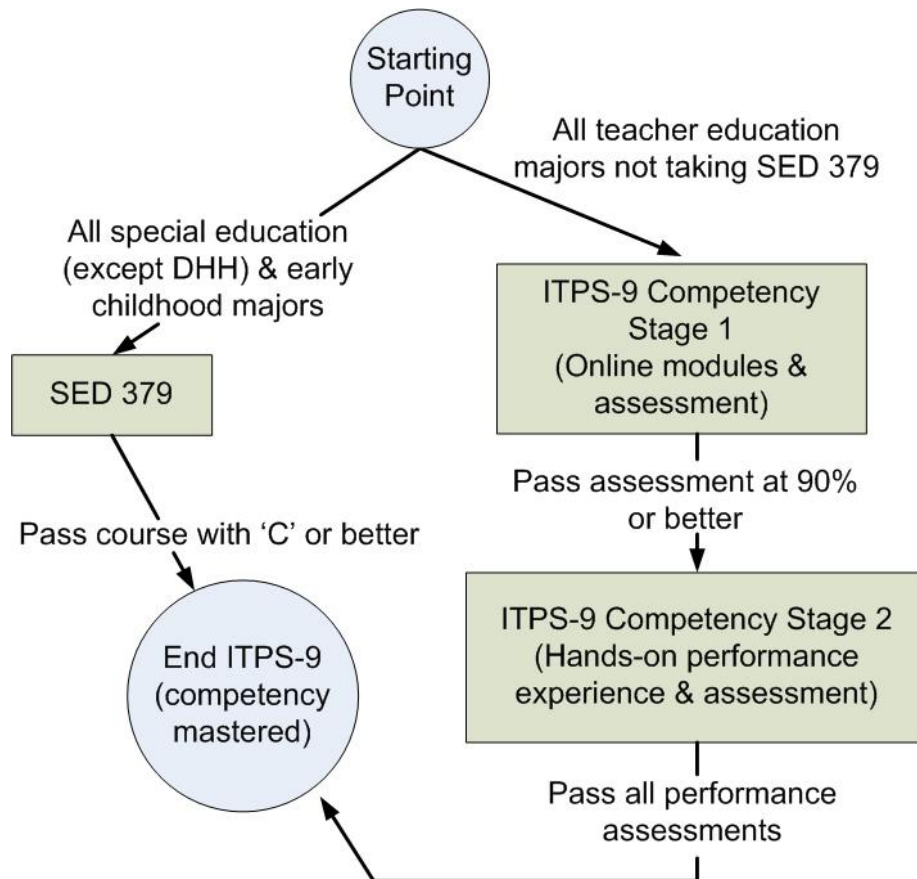


Figure 8. ITPS flowchart.

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

*Table 6*  
Data Related to *N* of Students and Passing Rates for ITPS 9, 2005

Semester '05	<i>N</i>	% Passing Stage One	% Passing Stage Two	% Passing Both Stages
Spring	633	94.2	94.2	92.7
Summer	36	61.1	94.4	61.1
Fall	489	88.5	93.0	86.9

#### ***Vision 4: Center of Accessible Technology Solutions***



##### **Key Accomplishments:**

- Collaboration with Disability Concerns
- Community Resource for Technology Awareness
- Involvement of students in awareness efforts
- Inventory Expansion

The fourth vision of the SEAT Center's mission is to be a *Center of Accessible Technology Solutions*. In 2005, 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 in a formal program review conducted by the Division of Student Affairs in Spring, 2005.

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



##### **Key Accomplishments:**

- Partnership with Infnitec
- AT Outcomes Summit
- ATIA
- Illinois Children's Healthcare Foundation
- 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 including (a) a partnership with Infnitec; (b) an AT Outcomes Summit; (c) the Assistive Technology Industry Association (ATIA); (d) Illinois Children's Healthcare Foundation; and (g) Advisory Restructuring.

#### **Infinitec Partnership**

A one-year \$495,980 federal grant from the U.S. Department of Education was awarded to the SEAT Center in 2005 to support its partnership with Infnitec, and to extend the work of SEAT in creating innovative, AT outcomes-focused professional development strategies and materials for national distribution. A

subcontract of \$240,000 was subsequently awarded to Infnitec to enhance the current Illinois AT Coalition and to develop new state coalitions.

***SEAT Center partnership activities.*** The SEAT Center has systematically undertaken the task of developing a professional development module focusing on the use of AT to support writing in the curriculum to be released in 2006. It also successfully delivered through the partnership an on-line module, *Preparing All Teachers for Assistive Technology*, to 199 participants across Illinois. Collaboration with Infnitec included a hands-on component conducted in Regional Centers. Of the total participants, 169 received professional development credits toward their continuing certification while 30 received one graduate credit. Comments received from an anonymous on-line survey indicated strong positive support for the on-line learning component. Participants self-report of “functionally adequate knowledge of AT devices, application to academics, communication and sensory disabilities” increased by 50-60% over beginning reports. Workshop leaders reported strong positive feedback from participants regarding the hands-on experiences with AT. This professional development activity will be replicated in Illinois in 2006, and in Kansas.

***Infnitec partnership activities.*** Numerous accomplishments of the partnership with Infnitec were noted in 2005. *Enhancement of the Illinois Coalition* was realized through five regional meetings where introductory assistive technology workshops for new and member districts were conducted, with one new high school joining the coalition. With regard to *information services*, the coalition distributed (a) a video/CD/DVD entitled, *Completing a Written Productivity Profile* by Denise DeCoste; and (b) *Infnitec Smart Sheets Manual, Volume II: Sections 6-8*. *Professional development services* included (a) 30 onsite AT seminars to more than 1200 professionals; (b) dissemination of information regarding statewide professional AT training programs led by nationally recognized speakers; and (c) 15 local introductions to Assistive Technology and Infnitec Resources. Seminars currently under development for statewide distribution include (a) Putting It All Together: Completing an AT Assessment; and (b) Learning for Life Toolkit. Additionally, Infnitec trainers are also creating online multimedia presentations using Macromedia Breeze on topics including autism, early learning, and universal precautions. With regard to equipment services, the coalition sponsored Assistive Technology Equipment Exhibitions in September in Peoria and Tinley Park for professionals and families, and its annual Coalition member district Group Purchase program. Participating companies included Mayer Johnson, Inc., Intellitools, Inc., and Don Johnston, Inc. FY 2006 Group Buy Volume purchasing for Illinois School Districts resulted in savings of \$355,560 while placing approximately 2000 pieces of software in the hands of children with disabilities.

In 2005, a new AT coalition was created in Kansas, with 42 member organizations representing 154 school districts ( $n=797$  schools representing 254,778 students-- more than 50% of the total student population). Dr. Sean Smith, University of

Kansas, is the liaison for the state to the partnership. Two workshops for directors and members were conducted in the Fall. A website was created ([www.ks.myinfinitec.org](http://www.ks.myinfinitec.org)) that provides access to a range of resources for members in the Kansas Coalition. The Group Buy program for the Kansas Coalition resulted in a \$33,000 savings for school districts.

## 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 only outcomes-focused journal in the field of assistive technology. The SEAT Director serves as Editor, and the SEAT Coordinator serves as Production Manager. Volume 2 of the journal was successfully published in Fall, 2005, and is archived at <http://atia.org>. A decision was made in 2005 to explore hard copy publication of this periodical as well as a series of companion publications on topical issues.

## AT Outcomes Summit

In December, 2005, the SEAT Center co-hosted an *AT Outcomes Summit* in Chicago, attended by 29 invited national education leaders, executives of prominent AT companies, not-for-profits, government representatives, and school district personnel. Co-sponsors of this event included the National Center for Technology Innovation (NCTI), University of Kansas, Don Johnston, Inc., Kurzweil Learning Systems, Inc., TextHelp, Inc., Ablenet, Inc., and Freedom Scientific, Inc. The Executive Summary of this planning meeting is archived at the SEAT Web site at: <http://www.seat.ilstu.org> and at the NCTI website on Quick Clicks (<http://www.nationaltechcenter.org/default.asp>). Policy issues impacting AT service delivery nationally were addressed and will be further explored in a special issue of *Assistive Technology Outcomes and Benefits*.

## National Center for Technology Innovation (NCTI)

Drs. George Peterson-Karlan and Phil Parette received a \$15,000 grant from the National Center from NCTI to investigate the educational outcomes of the use of SOLO™ from Don Johnston, Inc. (DJI) as a support to writing interventions designed to increase access to the general education curriculum with students with learning and academic disabilities. Cohorts of teachers at intermediate elementary, middle school, and high school levels who had previously received training in the use of portable keyboarding devices, voice output, word prediction and/or text-to-speech reading software received training in the use of the integrated SOLO software from DJI. They also received instruction in the use of a systematic set of writing outcome measures being developed by Dr. Peterson-Karlan and Brian Wojcik. SOLO User's Groups (UGs) were created and implemented by the SEAT Project team to support integration of the software into writing activities and use of systematic outcome measures. Anticipated writing outcome measures include

(a) engagement in and attitude toward writing; and (b) quantity, quality and accuracy of writing samples. Of interest are the students' abilities to write across the range of tasks related to the general education curriculum at their grade level. In addition, student attitude toward writing will also be assessed. Numerous groups nationally have expressed interest in the protocols and strategies developed in this project.

Given the innovative partnership established between ATIA and the SEAT Center in publishing *Assistive Technology Outcomes and Benefits*, NCTI developed a case study focusing on both organizations. The case study is archived at: <http://www.nationaltechcenter.org/partnership/casestudies7.asp>

### **Family Center on Technology and Disability (FCTD)**

Two SEAT faculty members served as facilitators for FCTD based on their expertise in specific AT service delivery issue areas. Dr. Phil Parette participated in a month-long national on-line discussion on family and cultural AT issues for the FCTD in January (see <http://www.fctd.info/webboard/index.php>). Dr. George Peterson-Karlan and Dr. Parette participated as facilitators for the FCTD Summer Institute, focusing on "AT and Support of High Incidence Disabilities" and "Family and Cultural Issues in AT" respectively (see <http://www.fctd.info/summerInstitute/loginSuccess.php>).

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

The SEAT Center effectively implemented a three-year outcomes-based project—*Making A Difference Using Assistive Technology* (MDAT)—at the Sara Raymond Early Childhood Education Center, District 87, with 213 preschoolers in 9 classrooms. In collaboration with school district personnel, MDAT staff identified and purchased a 'core' array of assistive technology tools for inclusion in toolkits to develop writing literacy skills. These tools included a/n: (a) Dell computer; (b) Intellitools Classroom and Access Suite; (c) Boardmaker Plus software package; (d) Writing with Symbols software package; (e) digital Camera; and (f) microphone. Teachers at the Preschool have been provided with ongoing professional development from Drs. Emily Watts and Julie Stoner and Brian Wojcik using a variety of formats. Literacy intervention practices are being successfully implemented in the classrooms, with language samples being systematically obtained and evaluated to assess the impact of the technology-based interventions. Collaboration with the Illinois State University Department of Speech and Audiology resulted in a commitment from Dr. Ann Beck of 10 graduate students to assist with formal pre- and post-testing testing of children in the classroom settings in Fall 2005, culminating in 258 assessments being conducted on 86 children (those at-risk and those having IEPs) using the following instruments: (a) *Receptive One-Word Picture Vocabulary Test* (ROPVT); (b) *Expressive One Word Picture Vocabulary Test* (EOWPVT); and (c) *Emerging Literacy Assessment* (ELA). These measures will be re-administered in

Spring 2007 at which time these children will be exiting the Preschool program, providing indicators of change subsequent to intervention. Additionally, writing samples are being captured *for all children* and digitally archived for analysis using a rubric developed by the More at Four Program in the State of North Carolina. Data, including an analysis of writing samples, will be analyzed in Spring, 2006, and disseminated in professional journals.

### 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 2006



#### Key Issues:

- Long-term funding and capacity building
- Expanding AT curricula experiences
- National AT agenda
- Expanding partnerships

### Long-Term Funding and Capacity Building

Continuation funding has emerged as the foremost challenge for 2006. ISU has committed a two-year Foundation Officer position to the SEAT Center to secure funding through donors and private foundations. Additionally, numerous ISU administrative personnel and friends of the University will develop an institutional funding plan for the Center in early 2006 to facilitate future growth and development. The Director, in collaboration with Research and Sponsored Programs personnel, will actively pursue state and federal funding streams and examine entrepreneurial opportunities for revenue generation in 2006. Current projects, including MDAT, the NCTI grant (SOLO™ Writing Outcomes Project), and the AT Writing Module project will be leveraged to potentially secure additional funding.

**Personnel.** The Center continues to assume key leadership roles in working with many organizations, while striving to balance its commitments to increasing student enrollments and related support personnel demands. There is an ongoing need for institutional funding to support the Coordinator position at the Center. Given both the campus and nationwide needs for high quality, multimedia-based

curricula materials, the SEAT Center also exhibits immediate needs for an instructional design specialist having multimedia skills, a part-time Webpage support staff member, and two Laboratory Support Technicians. Additionally, there is an emerging need for technical support and maintenance of the total technology infrastructure for the Center as new resources and personnel are secured.

### **Expanding AT Curricula Experiences**

The primary role of the SEAT Center within the ISU community is to support and expand the delivery of AT-related instruction. In 2006, the Center will focus considerable effort on expanding the curricula experiences within the Department of Special Education. In addition to continuing to enhance the undergraduate curricula and developing on-line exportable modules/courses (i.e., AT practitioner focus), development efforts in collaboration with Department faculty will address expansion of graduate curricula offerings targeting AT Specialist and AT Leader roles.

### **National AT Agenda**

The SEAT Center will continue to maintain operations associated with its institutional, local, and regional commitments, though it is strategically postured to assume a national leadership role. The AT Outcomes Summit conducted in December was designed to bring together multiple stakeholders involved in a range of AT outcomes-related activities, and served as a catalyst for continued discussion and refinement of outcomes issues and recommendations. In 2006, a Summit will be conducted that focuses specifically on the academic curricula in the public schools. To support planning for the 2006 Summit, the partners will collaborate with the Assistive Technology Industry Association to publish a special issue of *Assistive Technology Outcomes and Benefits* targeting key themes identified at the 2005 Summit.

### **Expanding Partnerships**

Given the one-year federal funding support for the SEAT/Infintec partnership, new revenue streams will have to be pursued in 2006 to support the Illinois AT Coalition partnership in Illinois. New relationships with NCTI and other organizations are anticipated to create enhanced opportunities for collegial work and expanded capacity. Potential markets nationally will be identified for products currently under development, e.g., an AT Writing module and a Preschool Curriculum. The National Association of School Psychologists has expressed interest in an on-line module similar to Assistive Technology for All Teachers (AT2) distributed through the SEAT/Infintec partnership. Efforts will be initiated in 2006 to collaboratively develop and distribute this professional development product.

---

Special Education Assistive Technology  
**s e a t center**  
Illinois State University

---

APPENDIX A  
SCHOLARLY PRODUCTIVITY

**Presentations (State, National, International Peer-Reviewed)**

Angell, M. E., Stoner, J. B., & Lawson, C. L. (2006, April). *Disposition counts: Assessing and developing teacher disposition*. Paper accepted for presentation at the 2006 Annual Convention of the Council for Exceptional Children, Salt Lake City, UT.

Angell, M. E., Stoner, J. B., Bailey, R. L. (November, 2005). *Perspectives of parents and caregivers on the management of children's feeding disorders*. Presented at the 2005 TASH Convention, Milwaukee, WI.

Angell, M. E., Stoner, J. B., House, J. J. (November, 2005). "I'll show them I can do it!": *Hearing the voices of adults with physical disabilities*. Presented at the 2005 TASH Convention, Milwaukee, WI.

Bakken, J. P. (2005, September). *Effectively teaching to children with learning disorders and ADHD*. Paper presented at the Illinois State University Education Conference, Normal, Illinois.

Bakken, J. P., & Whedon, C. K. (2005, March). *Content area expository text structure strategies for students with LD*. Paper presented at the Annual International Conference Learning Disabilities Association of America, Reno, Nevada.

Bakken, J. P., & Whedon, C. K. (2005, March). *Cross cultural perceptions of teacher effectiveness and positive student behaviors*. Paper presented at the Annual International Conference Learning Disabilities Association of America, Reno, Nevada.

Bakken, J. P., (2005, April). *Multicultural perceptions of teacher effectiveness and positive student behaviors*. Paper presented at the annual meeting of the Council for Exceptional Children, Baltimore, Maryland.

Bakken, J. P., (2005, April). *Validated expository comprehension strategies promoting success for students with learning disabilities*. Paper presented at the annual meeting of the Council for Exceptional Children, Baltimore, Maryland.

Bakken, J. P., (2005, September). *Beyond the school: Collaborative actions to support CLD students with E/BD*. Paper presented at the annual meeting of the International Conference of the Council of Children with Behavioral Disorders, Dallas, Texas.

- 
- Bakken, J.P., & Gaddy, S. (2005, October). *Validated expository comprehension strategies promoting success for students with LD*. Paper presented at the annual meeting of the Illinois Council for Exceptional Children, Schaumburg, Illinois.
- Beck, A. (2005, April). *Augmentative and alternative communication*. Colloquium presented at Northern Illinois University, DeKalb, IL.
- Beck, A., Dennis, M., & Erwin, B. (2005, November). *Social validation of music/communication group with developmentally disabled adults*. Poster session presented at American Speech-Language-Hearing Association Convention, San Diego, CA.
- Bock, S. J. & Stoner, J. B. (2005, February). *Management of students with autism spectrum disorders*. Presented at the Illinois Council for Children with Behavioral Disorders. Naperville, IL.
- Crowley, E. P. (2005, April). *Teaching English inclusively*. Paper presented at the Conference of Illinois Teachers of English, Illinois State University, Normal, IL.
- Crowley, E. P. (2005, November). *Methods of generating data for educators of students with emotional and behavioral disorders*. Presentation to the Annual TECBD Conference of Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Fletcher, R., Bakken, J. P., & Whedon, C. K. (2005, March). *Team teaching strategies for students with disabilities in the urban community*. Paper presented at the Annual International Conference Learning Disabilities Association of America, Reno, NV.
- Fulk, B. M., Lawson, C., & O'Brian, M. (2005, November). *Course portfolios: Collaborating within courses to meet rigorous standards in teacher preparation*. Poster session presented at the 28<sup>th</sup> annual Teacher Education Division (TED) Conference and 1<sup>st</sup> Annual TAM Conference, Portland, ME.
- Hourcade, J. J., & Parette, H. P. (2005, April). *Physical education and inclusion: Accommodations for students with physical and developmental disabilities*. Poster presentation at the Council for Exceptional Children Annual Convention and Expo, Baltimore, MD.
- Lawson, C., Fulk, B. M., Swerdlik, P., & Thompson, J. R. (2005, April). *Collaborative teacher preparation: Go, teams, go*. Poster session presented at the 2005 Annual CEC Conference, Baltimore, MD.
- McCord, K. A., & Watts, E. H. (2005, January). *Assistive technology for children with disabilities*. Presentation at the Illinois Music Educators Association 2005 All-State Conference, Peoria, IL.
- O'Brian, M., & Shelden, D. (2005, April). *Working with families with transition-aged youth: Hearing alternative voices*. Paper presented to the Illinois Association of Administrators of Special Education Spring conference, Collinsville, IL.
- O'Brian, M., & Thompson, J. R. (2005, April). *Director of special education: An examination of the state of Illinois*. Poster session presented at the annual meeting of the Council for Exceptional Children, Baltimore, MD.

- 
- Parette, H. P. (2005, April). *Assistive technology coalition building: A national model and lessons learned*. Paper presented to the Council for Exceptional Children Annual Convention and Expo, Baltimore, MD.
- Parette, H. P. (2005, April). *Assistive technology coalition building: A national model and lessons learned*. Paper presented to the Council for Exceptional Children Annual Convention and Expo, Baltimore, MD.
- Parette, H. P. (2005, April). *Factors affecting AT research and implementation*. [Invited Panel Discussant, National Center for Technology Innovation]. Panel presentation at the Council for Exceptional Children Annual Convention and Expo, Baltimore, MD. (invited)
- Parette, H. P., Scherer, M. J., & Hourcade, J. J. (2005, April). *Acculturation influences on assistive technology (AT) planning*. Poster presentation at the Council for Exceptional Children Annual Convention and Expo, Baltimore, MD.
- Parette, P., & Peterson-Karlan, G. (2005, January). *Issues in building a national assistive technology coalition*. Paper presented to the Assistive Technology Industry Association 2005 Conference and Exhibition, Orlando, FL.
- Peterson-Karlan, G. R., & Bakken, J. P. (2005, January). *Evaluating systemic and individual AT outcomes*. Paper presented to the Assistive Technology Industry Association 2005 Conference and Exhibition, Orlando, FL.
- Peterson-Karlan, G. R. & Parette, P. (2005, January). *Understanding technology use by adolescents with and without disabilities*. Paper presented to the Assistive Technology Industry Association 2005 Conference and Exhibition, Orlando, FL
- Peterson-Karlan, G. R., Wojcik, B. W., & Parette, H. P. (2005, November). *SOLO™ and access to the general education curriculum*. Demonstration event presented at the 2005 NCTI Annual Technology Innovators' Conference, Washington, DC.
- Peterson-Karlan, G. R., Wojcik, B. W., & Parette, H. P. (2005, November). *A comprehensive model for AT preparation*. Paper presented to the 28<sup>th</sup> Annual Teacher Education Division Conference and 1<sup>st</sup> Annual TED/TAM Conference, Portland, ME.
- Peterson-Karlan, G., & Bakken, J. P. (2005, January). *Evaluating systematic and individual educational AT outcomes*. Paper presented at the sixth annual Assistive Technology Industry Association Conference, Orlando, FL.
- Shelden, D., & O'Brian, M. (2005, November). *Facilitating learning communities and integrating curriculum in a pre-servece program*. Paper presented to the Council for Exceptional Children, Teacher Education Division Annual Meeting, Portland, ME.
- Shelden, D.L., & O'Brian, M. (2005, April). *Transition planning: Considerations for students from low-income households*. Paper presented to the Council for Exceptional Children Annual Convention, Baltimore, MD.
- Stoner, J. B., Angell, M. E., Bock, S. J., & House, J. (2005, April). *Understand my child: Parent perceptions of transition issues for children with autism spectrum disorder (ASD)*. Presented at the CEC 2005 Annual Convention. Baltimore, MD.

---

Stoner, J. B., Bock, S. J., & Sheldon, D. (2005, April). *Using PECS in employment settings: An examination of impact and perceptions*. Presented at the CEC 2005 Convention, Baltimore, MD.

Walker, B., Blum, C., & Iwaszuk, W. (2005, March). *What works? Findings from implementing school-wide PBS and comparing targeted interventions*. Paper presented at the International Conference of Positive Behavior Support, Tampa, FL.

Watts, E. H. & Lee, H. (2005, October). *Reading for all: Assistive technology to support literacy in young children*. Paper presented at the 21<sup>st</sup> Annual International Conference on Young Children with Special Needs and Their Families, the Division for Early Childhood (DEC) of the Council for Exceptional Children, Portland, OR.

Whedon, C. K., & Bakken, J. P. (2005, September). *Assisting student with emotional behavior disabilities utilizing classrooms meetings*. Paper presented at the annual meeting of the International Conference of the Council of Children with Behavioral Disorders, Dallas, TX.

Whedon, C. K., & Bakken, J. P. (2005, April). *The challenges in reading: A three- year case study*. Paper presented at the annual meeting of the Council for Exceptional Children, Baltimore, MD.

Whedon, C. K., & Bakken, J. P. (2005, March). *A three- year case study: The challenges in reading*. Paper presented at the Annual International Conference Learning Disabilities Association of America, Reno, NV.

Whedon, C. K., Bakken, J. P., & Fletcher, R. (2005, April). *Collaboration strategies for students with disabilities in the urban community*. Paper presented at the annual meeting of the Council for Exceptional Children, Baltimore, MD.

Wojcik, B. W. (2005, January). *Assistive technology for students with mild disabilities: Who? What? Where? Why? And how?* Paper presented at the Illinois CASE Conference, Schaumburg, IL.

Wojcik, B. W. (2005, January). *Using Kurzweill 3000 to create a universally designed learning environment*. Paper presented at the Woodford County Regional Workshop, German Town Hills, IL.

Wojcik, B. W. (2005, February). *Assistive technology and students with emotional and behavior disabilities: Making a match!* Paper presented at the Illinois Council for Children with Behavioral Disorders Winter Conference, Naperville, IL.

Wojcik, B. W. (2005, March). *What is universal design for learning?* Paper presented at the North Central Regional Conference, Niles, IL.

Wojcik, B. W., & Parette, H. P. (2005, September). *Meeting the needs of students with emotional and behavior disabilities through the use of technology*. Paper presented at the 15<sup>th</sup> Annual Allerton Retreat for Educators of Students with Behavioral Disorders, Monticello, IL.

Wojcik, B.W., & Bardi, N. I. (2005, September). *Data driven decision making and assistive technology*. Paper presented at Heart of Illinois Low Incidence Association Regional Workshop, Normal, IL.

Wojcik, B. W., Bardi, N. I., Adams, M. J., & Dean, J. (2005, October). *Tub O' Tools Tookits*. Paper presented at the Infinitic Workshop Series, Bloomington, IL.

Wojcik, B. W., & Bardi, N. I. (2005, November). *Data driven decision making and assistive technology*. Paper presented at Heart of Illinois Low Incidence Association Regional Workshop, Normal, IL.

Wojcik, B. W., Peterson-Karlan, G. R., & Parette, H. P. (2005, October). *Evaluating outcomes of AT-based writing interventions*. Paper presented at the Closing the Gap 23<sup>rd</sup> Annual Conference, Computer Technology in Special Education and Rehabilitation, Minneapolis, MN.

Wojcik, B. W., Watts, E. H., Thompson, J. R., Geltmaker, B., Frickleton, J., & Lee R. (2005, April). *What is a teacher going to do with \$2,000 of AT?* Presentation at the 2005 Council for Exceptional Children (CEC) Convention and Expo, Baltimore, MD.

## Publications

Angell, M. E. (2005). South Koreans share cultural and educational treasures at international conference. *The Statewide Standard*, 11(3). [Newsletter Publication of the College of Education, Illinois State University]

Bailey, R. L., & Angell, M. E. (2005). Improving feeding skills and mealtime behaviors in children and youth with disabilities. *Education and Training in Developmental Disabilities*, 40(1), 80-96.

Bailey, R. L., Parette, H. P., Stoner, J. B., Angell, M. E., & Carroll, K. (in press). Parental perceptions of augmentative and alternative communication. *Speech, Language, and Hearing Services in the Schools*.

Bailey, R. L., Stoner, J. B., Parette, H. P., Angell, M. E. (in press). AAC team perceptions: Augmentative and alternative communication device use. *Education and Training in Developmental Disabilities*.

Bakken, J. P., & Parette, P. (in press). Using technology to advance multicultural special education. In F. E. Obiakor (Ed.), *Multicultural special education*. Upper Saddle River, NJ: Merrill-Prentice Hall.

Beck, A. (2005). Children's attitudes toward peers who use AAC. *Perspectives on augmentative and alternative communication*, 14(2), 20-23. [Simultaneously published in *Perspectives on School-Based Issues*, 6(2)].

Beck, A. R., Bock, S., Thompson, J. R., Bowman, L., & Robbins, S. (2006). Is awesome really awesome? How the inclusion of informal terms on an AAC device influences children's attitudes toward peers who use AAC. *Research in Developmental Disabilities*, 27(1), 56-69.

Beck, A. R., Parette, P., & Bailey, R. L. (2005). Multimedia effectiveness in an AAC setting. *Journal of Special Education Technology*, 20(4), 39-49.

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.

Crowley, E. P. (2005). *Study guide for exceptional learners: Introduction to special education* (10th ed.). Boston: Allyn & Bacon.

- Hitchcock, C., Khalsa, A., Malouf, D. B., Parette, P., Zabala, J. S., & Edyburn, D. L. (2005). Forum: Assistive technology and the future of learning. *Threshold: Exploring the Future of Education*, 2(4), 10-14.
- Johns, B., & Crowley, E. P. (2005). *Students with disabilities and general education: A desktop reference for school personnel* (2nd ed.). Palm Beach, FL: LRP Publications.
- Kim, Y., Angell, M. E., O'Brian, M., Strand, K. B., Fulk, B. M., & Watts, E. H. (in press). A description of relationships among teachers' perspectives, self-reported practices, and concerns related to the Illinois Alternate Assessment system. *Teacher Education and Special Education*.
- McCord, K. A., & Watts, E. H. (in press). Collaboration and access for our kids: Music educators and special educators together. *Music Education Journal*.
- O'Brian, M., & Thompson, J. T. (in press). Many hats and a delicate balance: The lives and times of today's special education directors. *Journal of Special Education Leadership*.
- Parette, H. P. (2005). Using data to make decisions about professional development in assistive technology. *The Statewide Standard*, 12(2), 8.
- Parette, H. P. (2005). Assistive technology (AT) device. In J. T. Neisworth & P. S. Wolfe (Eds.), *The autism encyclopedia* (p. 15). Baltimore: Brookes.
- Parette, H. P., Huer, M. B., & Peterson-Karlan, G. R. (in press). Meeting the educational needs of persons with developmental disabilities across cultures. In H. P. Parette, G. Peterson-Karlan, & R. Ringlaben (Eds.), *Research-based and emerging best practices in developmental disabilities*. Austin, TX: Pro-Ed.
- Parette, H. P., Huer, M. B., & VanBiervliet, A. (2005). Cultural issues and assistive technology. In D. L. Edyburn, K. Higgins, & R. Boone (Eds.), *The handbook of special education technology research and practice* (pp. 81-103). Whitefish Bay, WI: Knowledge by Design, Inc.
- Parette, H. P., Huer, M. B., & Wyatt, T. A. (2005/06). Young African American children with disabilities and augmentative and alternative communication issues. In K. L. Freiberg (Ed.), *Annual editions: Educating exceptional children 05/06* (17<sup>th</sup> ed., pp. 78-83). Guilford, CT: Dushkin Publishing Group.
- Parette, H. P., Peterson-Karlan, G. R., & Ringlaben, R. (in press). Research-based and emerging best practices in developmental disabilities: Scope of the textbook. In H. P. Parette, G. Peterson-Karlan, & R. Ringlaben (Eds.), *Research-based and emerging best practices in developmental disabilities*. Austin, TX: Pro-Ed.
- Parette, H. P., Peterson-Karlan, G. R., & Wojcik, B. W. (2005). The state of assistive technology services nationally and implications for future development. *Assistive Technology Outcomes and Benefits*, 2(1), 13-24.
- Parette, H. P., Ringlaben, R., & Peterson-Karlan, G. R. (in press). Introduction and scope of textbook. In H. P. Parette, G. R. Peterson-Karlan, & R. Ringlaben (Eds.), *Research-based and emerging best practices in developmental disabilities*. Austin, TX: Pro-Ed.
- Parette, H. P., Wojcik, B., W., Peterson-Karlan, G. R., & Hourcade, J. J. (in press). Assistive technology for students with mild disabilities: What's cool and what's not. *Education and Training in Developmental Disabilities*.

- 
- Parette, P. (2005). Restrictiveness and race in special education: The issue of cultural reciprocity. *Learning Disabilities: A Contemporary Quarterly*, 3(1), 17-24.
- Parette, P., & Dikter, D. (2005). Outcomes and benefits: Challenges in the assistive technology field. *Assistive Technology Outcomes and Benefits*, 2(10), 10-12.
- Peterson-Karlan, G. R., & Parette, H. P. (2005). Millennial students with mild disabilities and emerging assistive technology trends. *Journal of Special Education Technology*, 20(4), 27-38.
- Peterson-Karlan, G. R., & Parette, H. P. (in press). Integrating assistive technology into the curriculum. In H. P. Parette, G. Peterson-Karlan, & R. Ringlaben (Eds.), *Research-based and emerging best practices in developmental disabilities*. Austin, TX: Pro-Ed.
- Scherer, M., & Parette, P. (in press). Assistive technology. In E. Druin & S. A. Sisto (Eds.), *Therapeutic interventions for patients with spinal cord injuries*. Philadelphia: Elsevier Inc.
- Shelden, D.L., & Hutchins, M.P. (in press). Personalized curriculum development. In H. P. Parette, G. Peterson-Karlan, & R. Ringlaben (Eds.), *Research-based and emerging practices in developmental disabilities*. Austin, TX: Pro-Ed.
- Stoner, J. B. (in press). Language and Autism: Impact on the Classroom. In H. P. Parette, G. Peterson-Karlan, & R. Ringlaben (Eds.), *Research-based and emerging best practices in developmental disabilities*, Austin: TX: Pro-Ed.
- Stoner, J. B., Angell, M. E., House, J. J., & Bock, S. J. (in press). Transitions: A parental perspective from parents of young children with Autism Spectrum Disorder (ASD). *Journal of Developmental and Physical Disabilities*.
- Stoner, J. B., Angell, M. E., House, J. J., & Goins, K. (in press). Self-determination: Hearing the voices of adults with physical disabilities. *Physical Disabilities: Education and Related Services*.
- Stoner, J. B., Bailey, R. L., Angell, M. E., Robbins, J., & Poelwsky, K. (in press). Perspectives of parents/guardians of children with feeding/swallowing problems. *Journal of Developmental and Physical Disabilities*.
- Stoner, J. B., Bailey, R., Parette, H. P., & Angell, M. (in press). AAC team perceptions: Augmentative and alternative communication device use. *Education and Training in Developmental Disabilities*.
- Stoner, J. B., Bock, S. J., Beck, A. R., Thompson, J. R. (in press). The use of the Picture Exchange Communication System (PECS) with nonspeaking adults. *Remedial and Special Education*.
- Stoner, J. B., Bock, S. J., Thompson, J. R., Angell, M. E., Heyl, B., & Crowley, E. P. (2005). Welcome to our world: Parent perceptions of the interactions between parents of young children with Autism Spectrum Disorder (ASD) and education professionals. *Focus on Autism and Other Developmental Disabilities*, 20, 39-51.
- Thompson, J. R., Bakken, J. P., Fulk, B. M., & Peterson-Karlan, G. (2005). *Using technology to improve the literacy skills of students with disabilities*. Retrieved January 3, 2005, from North Central Regional Education Laboratory web site: <http://www.ncrel.org/litweb/disability.pdf>.