Summary Table 5: Resources for ICT & ICT-AT

Citation	Topic	Research design	Results	Conclusion	Link
Day, J.N. & Huefner, D.S. (2003). Assistive technology: Legal issues for students with disabilities and their schools. *Journal of Special Education Technology, 18*(2), 23-34.	The purpose of the paper is to review federal legislation in the USA as it related to AT for students with disabilities, discuss benefits and costs of AT, evaluate issues regarding AT that have arisen in court cases, and provide recommendations related to the future of AT for students with disabilities	The authors reviewed the expanded mandate for assistive technology in IDEA 1997 –the Individuals with Disabilities Education Act (1993), recent federal court decisions, hearing decisions, and rulings that addressed AT.	New legislation, which considers the AT needs of every special education student is an encouraging policy, and has had the effect of raising awareness, among school districts, of AT and of ensuring that the benefits of AT are at least acknowledged for every student. At the same time, ample anecdotal evidence indicates that school districts might comply with IDEA protocols by simply including a checkbox on the Individualized Educational Program (IEP) form to indicate that AT has been considered, without seriously considering the real benefits of AT implementation because educators lack thorough understanding of AT resources and the legislation governing their implementation. Also, introduction of AT leads to increased cost, both financial and with human resources, with the increasing use of AT in classrooms. Implementation, training and coordination of AT can become a financial burden to educational institutions.	Ensuring AT availability in educationally related school environments and access for all disabled students may open the door for them to receive more of the necessary benefits that AT can afford them, ensuring their fuller participations and independence in the community. However, this access should be based on comprehensive and AT evaluations to identify all of the students' needs, and should be conducted by professionals knowledgeable in AT. Moreover, for schools to acquire the leadership, as well as the political and financial support necessary to maintain an AT system over time, they should have a clear picture of both the benefits and real costs associated with AT implementation in a school setting.	http://www.tamcec.org/jset-index/assistive-technology-legal-issues-for-students-with-disabilities-and-their-schools/
Dyal, A.,	This article aims at	The article examines	To be a valuable member of	*Sc*hool leaders must be	http://eric.ed.gov/?id=EJ871601

Carpenter, L. C., & Wright, J. V. (2009). Assistive technology: What every school leader should know. *Education, 129*(3), 556-560.	providing school leaders with critical knowledge regarding AT, and the role of school leaders in the decision making process.	several aspects of knowledge and skills that are essential for school leaders' understanding of the impact of AT on student learning.	the IEP team while encouraging and supporting the best interests of faculty, staff, resources, and other students, school leaders need to acquire appropriate knowledge and skills regarding the following: (a) definition of AT; (b) AT laws and legislation; (c) how to participate as a member of the IEP team; (d) familiarity with AT devices and services; (e) identification with AT funding sources; (g) professional development in AT; (h) ethical guidelines pertaining to AT use in schools.	knowledgeable about AT devices and services. They must acquire the knowledge and skills to ensure that IEP teams make appropriate decisions for acquiring AT. In addition, they should have the skills to assess how AT allows student access to the general education curriculum. Every school leader should act legally and ethically so that students who need AT devices and services improve achievement, accountability, and annual yearly progress standards.	
Hadjikakou, K. & Hartas, D. (2008). Higher education provision for students with disabilities in Cyprus. *Higher Education, 55*, 103–119	The aim of the study was to investigate the experiences of students with disabilities and the views of their tutors and Heads of private tertiary education institutions in Cyprus. Issues regarding teaching and environmental/ physical modifications, access to resources and support services, identification and	The views of students, administrative and teaching staff were sought. Using semi-structured interviews and focus groups, data were collected from tertiary students with disabilities (n = 10), their tutors (n = 4) and the Heads of ten Private Tertiary Education Institutions in Cyprus (n = 10)	Results raised important issues with regard to provision, equal opportunities and participation in higher education for students with disabilities. The present findings suggested variability in access to resources and availability of services, as well as in staff's views of disability. Also, lack of clarity in identifying areas of need in students, limited consistency in the procedures and type of support available, staff's limited knowledge and expertise with regard to SEN and lack of consensus across higher education institutions with regard to identification and assessment were found to	Effective provision for students with disabilities depends to a large extent on an accurate identification of their needs, consistency in availability and access of services and expertise, equality in accessing resources and the existence of an inclusive ethos and culture in higher education institutions. It also depends upon institutions' capacity and readiness to anticipate students' needs and engage in responsive and inclusive pedagogy.	http://wrap.warwick.ac.uk/573/

	assessment of special educational needs, funding, ICT support and distance learning were explored.		affect the effectiveness of provision.		
Madaus, J. W. (2005). Navigating the college transition maze: A guide for students with learning disabilities. *Teaching Exceptional Children, 37*(3), 32-37.	The article aims at providing disabled students, families, and the secondary school professionals who work with them with important and useful information regarding the transition process from high school to college.	The article presents several of the most common questions and misconceptions related to transition and learning disability (LD) services and furnishes useful information about the process to students with LD, their parents, and the professionals who assist them in the transition process.	The transition from a structured, predictable environment in secondary school to the freer environment of higher education can be "confusing and overwhelming" for students with disabilities and their families. In addition to the challenges that all students face when transitioning to college, additional obstacles confront students with LD. Chief among them is the move from the familiar model of special education services at the high school level to very different services at the college level. Not only does the scope of these services change considerably from high school to college, but there can also be a great deal of institutional variation in the way that these services are provided. Additionally, at the college level, significant changes occur in the legal rights of students, and there is a sharp reversal of parental and student responsibility.	Attending college is an important and attainable goal for many students with disabilities. However, the incongruence between secondary and postsecondary institutions in terms of services and accommodations causes a missing link when students transition from high school to post-secondary education. To help disabled students become self-reliant in order to deal with these challenges and succeed in college, parents and secondary school professionals should provide them with opportunities for independent decision-making and self-advocacy prior to their transition to college.	www.hemophiliafed.org/uploads/navigatingcollegetransitionmaze.pdf
Batavia, A. I., &	The article offers a	The theoretical	People with disabilities	Significant empirical	http://beau.fiu.edu/writings/batavia%2

Beaulier, R. L., (2001). The financial vulnerability of people with disabilities: assessing poverty risks. *Journal of Sociology and Social Welfare, 28(1)*, 39-162.	theoretical framework and research agenda for understanding the financial vulnerability of people with disabilities.	framework depicts the risk of poverty, and consequent loss of financial security, as the complex interaction of several personal, social and environmental factors. Each of these factors may be expected to have a weak, moderate or strong effect on income and expenses, and consequently assets and liabilities.	appear to be among the most financially vulnerable groups due to their low levels of education, employment, income, and assets. They are also among the people most in need of financial security due to often extraordinary and unstable expenses. A variety of factors, including social support, environmental modifications, and attitudes about community living, may serve to moderate the effects of impairments and disabilities even in the face of financial crisis.	research is needed to determine factors that affect the financial vulnerability of people with disabilities and implications for economic self-sufficiency and independent living. The framework developed by the study offers a comprehensive model for predicting disability poverty risks that could be tested through empirical studies, in order to quantify the specific risk factors and identify coping mechanisms used by people with disabilities to reduce vulnerability.	0beaulaurier%202001.pdf
Burton, A. et al. (2012). *Virtual Portal for Interaction and ICT Training for People with Disabilities: Research Methodology & State of the Art* (ViPi Project 511792-LLP-1-2010-1-GR-KA3-KA3NW).	This chapter is part of the ViPi project, which aims to help disabled Europeans develop a number of key skills (basic ICT skills being one of them) that are needed for today's working environment. The project will achieve this through the provision of a portal embracing modern web 2.0,	The chapter addresses the European situation with respect to People with Disabilities (PwD) in Education and Employment, by identifying and comparing the national contexts in the partner countries, but also Europe-wide.	The legal interpretations of discrimination laws with respect to people with disabilities in all partner countries are moving towards a common European policy agenda. The policies instigated at European level take time to be adopted across the whole of the European Union, and appear to be adopted more quickly in the richer and better developed member states. Many of the member states have modified and updated their discrimination laws to bring them into alignment with European policy. However there seems	Through initiatives such as the ViPi project, EU should speed up the uptake of European policy in the member states by making basic ICT education accessible and available to all people with disabilities. This in turn should increase the skills of people with disabilities, giving them advantages when looking for, or seeking to maintain employment in modern Europe.	http://www.vipi-project.eu/2013/02/research-methodology-state-of-the-art/

	web 3.0, games-based learning and mobile technologies.		to be a significant gap between policy and practice since the majority of people with disabilities in Europe, continue to be unemployed.		
Zickler C., Riccio A., Leotta F., Hillian-Tress S., Halder S., Holz E., Staiger-Sälzer P., Hoogerwerf E. J., Desideri L., Mattia D., Kübler A. (2011). A brain-computer interface as input channel for a standard assistive technology software. *Clin. EEG Neurosci. 42*, 236–244	Following the concepts of e-inclusion, the authors report on the first systematic evaluation of the prototype of a brain-computer interface (BCI) technology integrated into a commercially available AT software (Qualilife®, 2012).	Four severely disabled end-users, and three AT-experts evaluated the usability of the commercial AT-software. Effectiveness, efficiency and user satisfaction were assessed for evaluation in two spelling tasks, an email sending and an internet browsing task.	Users were very satisfied with the reliability and learnability of the BCI, but not with its speed and aesthetic design (Zickler et al., 2011). They pointed out that they would use the system at its current state only if necessitated by disease progression, due to the following obstacles to daily use: (1) low speed, (2) time needed to set up the system, (3) handling of the complicated software and the (4) demanding strain that accompanies EEG recordings (washing hair, etc.).	BCI software has the potential to enable manipulation and communication, which are important needs of highly paralyzed individuals. However, to be employed on a daily basis, its functionality, speed of use, and easiness of use ought to improve.	http://www.ncbi.nlm.nih.gov/pubmed/22208121
Stodden, R. A., & Conway, M. A. (2003). Supporting Individuals with Disabilities in Postsecondary Education. *American Rehabilitation, 27*(1), 24-34.	The article aims at helping the reader understand issues and concerns surrounding the provision of educational supports to students with disabilities in postsecondary education, as well as to understand related services and supports offered through	This paper is composed of two strands: The first strand provides an overview of issues and the latest research related to postsecondary education and students with disabilities. Each overview is followed by a related personal perspective from the paper's co-author, Megan Conway, who	Typically postsecondary educational services, supports and programs available to students with disabilities: (a) are fragmented and ineffective; (b) vary extensively across states as well as from campus to campus; (c) are generally not well developed or linked programmatically to instruction; and (d) tend to lean toward advocacy, informational services, or remediation of content rather than support in the areas	Despite the increasing number of disabled students attending college, and the expansion in disability services and supports in institutes of higher and further education, the challenges for students with disabilities have not been fully addressed. Much remains to be done to support participation of PwD in postsecondary education.	http://scholar.google.com/scholar_url?url=http%3A%2F%2Fwww.angelfire.com%2Fplanet%2Farticlefiles%2FTransition4.pdf&hl=en&sa=T&oi=ggp&ct=res&cd=0&ei=sqBYVd-aOcSr0QGqpIG4Bw&scisig=AAGBfm2oAzfa4Qs23HeMorAYWkOEPhAL1g&nossl=1&ws=1366x634

	vocational rehabilitation and other community based agencies.	is deaf-blind and who recently graduated with her Ph.D.	necessary for independent learning and self-reliance. Given the lack of consistent and needs-based support, students with disabilities may have difficulties overcoming barriers to complete their education.		
Thompson, J. R., Bradley, V. J., Buntinx, W. H. E., Schalock, R. L., Shogren, K. A., Snell, M. E., et al. (2009). Conceptualizing supports and the support needs of people with intellectual disability. *Intellectual and Developmental Disabilities*, 47, 135–146.	This article focuses on supports and support needs, as they pertain to persons with intellectual disability, and closely related developmental disabilities.	This article is organized into five sections: (a) distinguishing the concept of supports from the construct of support needs; (b) conceptualizing supports as the bridge between "what is" (i.e., a state of incongruence due to a mismatch between personal competency and environmental demands) and "what can be" (a life with meaningful activities and positive personal outcomes); (c) considering support needs within a model of human functioning; (d) recommending an assessment and planning process to guide planning teams (and organizations) when developing and implementing individualized support plans; and (e)	The authors distinguish supports from support needs and discuss how insights on individual support needs can be gleaned through understanding models of human performance. In addition, they propose a supports model that illustrates how supports are a bridge between what is and what can be through the reduction of the mismatch among a person's capabilities, the demands of his/her environment, and the consequent enhancement of personal outcomes. They also outline a five component process for assessing, planning, monitoring, and evaluating individualized supports, and also suggest that support planning can complement other approaches to planning (service and achievement planning) in an individualized planning process.	Individualised supports, through person-centred planning can address mismatches between a person's personal competencies and environmental demands and can enhance an individual's functioning and outcomes.	http://www.aaiddjournals.org/doi/abs/10.1352/1934-9556-47.2.135

		comparing and contrasting support planning with other planning approaches in the field of intellectual disability and related developmental disabilities.			
Dutta, A., Scguri-Geist, C., & Kundu, M., (2009). Coordination of postsecondary transition services for students with disability. *Journal of Rehabilitation, 75, 1,* 10-17.	The current study was an effort to identify alterable issues (for example, empowerment, advocacy, accessibility, faculty awareness, and quality of services) affecting university- based service delivery rather than unalterable status or demographic variables from the perspective of students with disabilities and administrators of Office of Disability Services (ODS).	The authors did exploratory, qualitative study consisting of 4 Directors/Coordinators and 455 students with disabilities from two universities in a Midwestern state and two from a Southern state. The students' ages ranged from 17 to 63 years old.	The study found limited coordination of AT and other services (e.g. classroom accommodations, on-campus transportation etc.) among various university offices. Also, it found a lack of communication between faculty and staff, inadequate dissemination of services and policy-related information by DSS office, and lack of timely provisions of reasonable accommodations to students with disabilities. Other provisions, such as technical assistance with technology issues, were very uncommon.	It is evident from the findings that a general lack of university's sensitivity to and awareness of the seriousness of the need for accommodating students with disabilities is a more significant concern than availability of funds. Therefore, it is important to conduct transition service needs assessments for students with disabilities, to assist in the development of model transition service programs geared toward institutions of diverse size, financial capabilities, and target populations.	https://www.questia.com/library/journal/1G1-196534321/coordination-of-postsecondary-transition-services
Trohanis, P. (2008). Progress in providing services to young children with special needs and their	The article examines the implementation of the US national agenda for early intervention for young children with disabilities,	The article provides an overview of three IDEA programs that have impacted early intervention policies for young children with disabilities in the USA, followed by an	The legislative history that culminated in the current system in the United States consisted of incremental efforts that eventually encompassed specific groups of children at risk for developmental delays as well	Legislation has taken steps to support the families of young children with special needs. A system of early intervention (EI) services and supports for vulnerable children and their families has become	http://ectacenter.org/pubs/pubsarchived.asp

families: An overview to and update on the implementation of the Individuals with Disabilities Education Act (IDEA). Journal of Early Intervention, 30, 140-151.	as this has been articulated through the early childhood programs under the Individuals With Disabilities Education Act (IDEA).	outline of major accomplishments to date and a list of selected resources.	as virtually all young children with established disabilities. Reauthorization of IDEA in 2004 in particular, affected both special and general educators because the federally mandated law called for improving classroom conditions while emphasizing the roles and responsibilities of both the special and general educator who co-teach in an inclusive setting.	firmly established in the United States. A lot has been accomplished, but there are remaining, and new, challenges to serving all eligible young children.	
Baker, P. M., & Bellorde, C. (2004). Adoption of information and communication technologies: Key policy issues, barriers and opportunities for people with disabilities. *Proceedings of the 37th Annual Hawaii International Conference, 37,* 10.	The article presents results from the first phase of a project aimed at developing a framework and a process for evaluating, developing and initiating policies, rules and regulations that support increased access to wireless information and communication technologies by people with disabilities.	The authors collected and analysed existing, proposed, and developing wireless communication and information technologies, policies and practices as they impact on persons with disabilities. Key and expert informants on technological application of universal design, disability policy, services, and advocacy were selected primarily for their expertise and experience in the implementation and diffusion of technology. Input from allied Rehabilitation Engineering Research Centers (RERC)	Many of the wireless technologies that are routinely used by the general population are frequently inaccessible to a significant array of stakeholder groups of people with disabilities, "not by as much by active intent as by inadvertent oversight and lack of awareness". Three underlying barriers to access/use by people with varying disabilities are the following: awareness and proficiency factors, economic barriers, and incompatible technologies.	For people suffering from some degree of disability, assistive telecommunications technologies are often more a necessity than a convenience, and provide an avenue for achieving higher standards of living. Nonetheless, access and usability is not as equitable as it had been previously assumed. There are several barriers to be overcome for persons with physical or cognitive disabilities to have equitable access/use of technology.	http://ieeexplore.ieee.org/xpl/login.jsp?tp=&arnumber=1265319&url=http%3A%2F%2Fieeexplore.ieee.org%2Fxpls%2Fabs_all.jsp%3Farnumber%3D1265319

		personnel, especially as it relates to the technical, legal, safety and efficacy issues that influence policy, process and regulatory change, was included in the emergent policy framework.			
Reichman, N. E., Corman, H., & Noonan, K. (2008). Impact of child disability on the family. *Maternal and Child Health Journal, 12*(6), 679-683.	Acknowledging that disability is neither an isolated nor a static experience, the authors explore the ways in which child disability extends beyond the child to impact the whole family.	The authors provide a commentary which reviews what is known about the effects of child disability on the family, provides an overview of the complex needs of and multitude of resources available to families of disabled children, and concludes with suggested directions for practice, research, and public policy.	Child disability presents unique sets of challenges that affect the entire family, including financial strains due to increased medical, therapeutic, and equipment expenses, emotional anguish and anxiety, and depression. Having a disabled child also force might families to re-evaluate their family planning, and might impact employment and/or education opportunities and job status for parents (i.e. one parent stays home or decreases hours). All of these factors could have an adverse effect on the family members' physical and mental wellbeing, could cause marital strains and in some cases even a divorce, and force family to increasingly rely on public support. Although different programs and organizations provide resources for disabled children and their families, the system is extremely fragmented and difficult to	More attention is warranted in clinical practice, in research, and in the policy arena to the plight of families with disabled children to help them cope with the complex needs of raising a child with disability.	http://www.medscape.com/viewarticle/581577_2

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