

Shiym Chastanet  
Professor Rodwell  
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### Annotated Bibliography

Fraily, C. (2005). Augmentative and Alternative Communication: Frequently Asked Questions. *Superduperinc*. Retrieved 1 Nov 2021 from [www.superduperinc.com/handouts/pdf/91\\_AugmentativeAlternative.pdf](http://www.superduperinc.com/handouts/pdf/91_AugmentativeAlternative.pdf)

This handout provides information on the most asked questions on Augmentative and Alternative Communication (AAC). It dives into what AAC Systems and AAC Devices are and how these tools can help students that have trouble communicating with others.

The purpose of this information is for me to write out the benefits of AAC devices and AAC systems that can play a role in a child's development such as being able to communicate a problem and learning how to follow directions. By presenting this information I will write what methods of communication such as using symbols to express a child's emotions to using an ipad to help write out what a child wants to say can be used to help individuals with a communication barrier express themselves.

Lewis, R. (1998). Assistive Technology and Learning Disabilities: Today's Realities and Tomorrow's Promises. *PubMed*. Retrieved 1 Nov 2021 from [pubmed.ncbi.nlm.nih.gov/9455174](http://pubmed.ncbi.nlm.nih.gov/9455174)

This article surveyed how individuals with learning disabilities can overcome barriers such as struggling with communication with assistive technology. The purpose of the survey was to gather if assistive technology helped a student with a learning disability perform well in school. The results of the survey were that when students were given access to the correct assistive technology for their learning disability they were shown to perform as well in school with students that didn't have a learning disability.

The article would be useful in my paper since it tightens together the relation one barrier such as the lack of being able to communicate can lead to another barrier in which a student is having difficulties learning. I want to explain to my readers how learning barriers in students with autism such as being unable to read or write could hinder their ability to learn in school. This relates to my overall idea that students with a learning disability can be able to improve their communication skills, reading abilities, and learn how to write through the usage of the proper training and correct assistive technology.

National Association of Special Education Teachers. (n.d.). *Assistive Technology for Students with Autism Spectrum Disorders*. Naset.Org. Retrieved 1 Nov 2021 from [www.naset.org/fileadmin/user\\_upload/Autism\\_Series/Assist\\_tech/AssistiveTech\\_for\\_Students\\_W\\_Autism.pdf](http://www.naset.org/fileadmin/user_upload/Autism_Series/Assist_tech/AssistiveTech_for_Students_W_Autism.pdf)

The purpose of this article is to give parents and educators a wide range of assistive

technology that can help with teaching children with autism. From low technology such as calendars to high technology like video cameras, this article is meant to provide options that could cater towards a child with autism specific needs in their development.

I intend to use the information in this article to illustrate that while students with autism each struggle with their own issues, there are different tools that can be used to help teach and communicate with children that have autism which may impact their learning skills.

Stumbo, N. (2009). Assistive Technology: Impact on Education, Employment, and Independence of Individuals with Physical Disabilities. *Iospress.Com*. Retrieved 1 Nov 2021 from [content.iospress.com/articles/journal-of-vocational-rehabilitation/jvr00456](http://content.iospress.com/articles/journal-of-vocational-rehabilitation/jvr00456)

The article's purpose was to study whether assistive technology has a positive or negative impact on a disabled person's life. The results of the study showed that individuals with a disability that used the correct assistive technology improved in areas such as school in which more individuals using assistive technology graduated, employment where these individual were able to efficiently complete the task they were given at work, and in independent living where they were able to complete daily task such as using the restroom without the need of personal assistance.

This article will be useful in my paper as it explains how people with disabilities are able to function with assistive technology in an educational setting and it gives comparative statistical data on the success rate between people with disabilities and people with none in the educational system. The purpose of presenting this piece of information is to support my claim of how much of a difference assistive technology can play in an individual with a disability life.

World Health Organization. (2018). *Improving Access to Assistive Technology*. Apps.Who.Int. Retrieved 1 Nov 2021 from [apps.who.int/gb/ebwha/pdf\\_files/WHA71/A71\\_21-en.pdf](http://apps.who.int/gb/ebwha/pdf_files/WHA71/A71_21-en.pdf)

The article presented here discusses how by improving the access of assistive technology to those who could benefit from it can prevent disabilities such as hearing loss from developing into other disabilities such as being unable to communicate. This article provides information on how important assistive technology is in society and how the World Health Organization will go about giving access to those who need assistive technology.

Providing assistive technology early in a child's life can enable them to graduate school, gain employment, and become independent in their daily lives. The information in the article will help me write how using the proper assistive technology in special education classrooms at an early stage in a student's life can lead to them being more dependent on themselves and taking the preventive steps in developing another disability in life.