Recent Advances in Assistive Technologies to Support Children with Developmental Disorders

Part of the Advances in Medical Technologies and Clinical Practice Book Series

Nava R. Silton (Marymount Manhattan College, USA)

Description:

The greatest advantage of modern technology is its ability to improve the lives of all. In particular, new technologies have the potential to greatly mitigate cognitive, motor, and social impairments stemming from genetic or environmental factors.

Recent Advances in Assistive Technologies to Support Children with Developmental Disorders raises awareness of disabled children and what can be done to help them grow and develop alongside their peers. This publication brings together personal experiences with academic investigation.

Readers:

This book is an essential reference for doctors, pediatricians, pre- and primary school educators, and scientists working to enhance the impact assistive technologies have on the youngest members of society.


Topics Covered:

- Augmentative and Alternative Communications
- Autism Spectrum Disorders
- Computer-Mediated Interventions
- Early Childhood Literacy
- Mobile Technologies
- Social and Emotional Support
- Students with Intellectual Disabilities
- Telehealth Technologies
- Virtual Worlds

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Foreword
Carol K. Kennedy, Ph.D.

Preface
Nava R. Silton, Ph.D.

Acknowledgement
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iPods and iPads as AAC Devices for Children with Developmental Disorders
Larah van der Meer, Victoria University of Wellington

Chapter 2
Implementing iPad and Mobile Technologies for Students with Intellectual Disabilities
Cathi Draper Rodríguez, California State University Monterey Bay, USA
Iva Strnadová, University of New South Wales
Therese M Cumming, University of New South Wales

Chapter 3
Using iPads and Mobile Technology for Children with Developmental Disabilities: Facilitating Language and Literacy Development
Lisa A. Proctor, Missouri State University
Ye Wang, Teachers College, Columbia University

Chapter 4
Early Literacy and AAC for Learners with Complex Communication Needs
Janis Doneski-Nicol, Northern Arizona University
Jody Marie Bartz, Northern Arizona University

Chapter 5
The Use of Mobile Technologies for Students at-Risk or Identified with Behavioral Disorders within School-Based Contexts
Frank J. Sansosti, Kent State University, USA
Pela L. Bedesem, Kent State University, USA

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Recent Advances in Augmentative and Alternative Communication: The Advantages and Challenges of Technology Applications for Communicative Purposes
Toby B. Mehl-Schneider, City University of New York, USA

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Selecting Computer-Mediated Interventions to Support the Social and Emotional Development of Individuals with Autism Spectrum Disorder
Kristen Gillespie-Lynch, College of Staten Island and the Graduate Center; City University of New York
Patricia J. Brooks, College of Staten Island and the Graduate Center; City University of New York
Christina Shane-Simpson, The Graduate Center; City University of New York
Naomi Love Gaggi, Macaulay Honors College; College of Staten Island; City University of New York
Deborah Sturn, College of Staten Island; City University of New York
Bertram O. Ploog, College of Staten Island and the Graduate Center; City University of New York

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Avatars, Humanoids, and the Changing Landscape of Assessment and Intervention for Individuals with Disabilities across the Lifespan
Emily Hotez, The Graduate Center of the City University of New York/Hunter College

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Microswitch-Based Programs (MBP) to Promote Communication, Occupation and Leisure Skills for Children with Multiple Disabilities: A Literature Overview
Fabrizio Stasolla, University of Bar
Viviana Perelli, Lega del Filo d’Oro Research Center, Lesmo

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Michael Ben-Avie, SGU Center of Excellence on Autism Spectrum Disorders, USA
Régine Randall, Southern Connecticut State University, USA
Diane Weaver Dunne, Connecticut Radio Information System, USA
Chris Kelly, Connecticut Radio Information System, USA

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Christine R. Ogilvie, Florida State University
Krista Vince Garland, SUNY Buffalo State

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Taylor A. Luke, University of Texas at Austin
Rebecca R. Rudlin, Monmouth University

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Michelle R. Blumstein, Marymount Manhattan College

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Senada Arucevic, Long Island University, Brooklyn

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Jan Rogers, Ohio Center for Autism and Low Incidence
Amy Bider Coffin, Ohio Center for Autism and Low Incidence
Wendy Stakacs, Ohio Center for Autism and Low Incidence
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