Foreword

This handbook is the realization of a year long unified learning endeavor of collaborative writing and thinking from educators and professionals from around the world dedicated to the field of assistive technology. The contributors of this handbook have been leaders and positive influences in the ever-changing, transdisciplinary assistive technology landscape. We are grateful to have been able to harvest such a wonderful collection of works into a single source.

This handbook is a collaboration of 27 empirically-supported chapters addressing the current issues of human cognition and assistive technology design, the Internet, media, cognitive load, software and devices, evaluation and assessment, teacher education, and the practices of assistive technology in the past, present, and future. This handbook was written specifically for families, practitioners, and others involved in aiding those with disabilities.

It is our hope that this handbook is a step forward in bettering the practice of assistive technology, the lives of those with disabilities, and a positive influence towards the mission behind the Individuals with Disabilities Education Act (IDEA).

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_*Gary M. Clark’s research focus is assessment for transition planning; consultation and training on using and interpreting the Transition Planning Inventory. Teaching assignments over the 38 years at the University of Kansas have included courses at the undergraduate and graduate levels. Most consistently, the courses assigned have been the introductory courses (UG and G) to the field of special education and two core courses in transition education and services. One other course taught periodically has been a course on counseling individuals with disabilities. Visiting professorship teaching assignments have focused on secondary special education and transition from school to adult living._*