About the Contributors

Nava R. Silton, a developmental psychologist, received her B.S. from Cornell University in 2002 and her M.A. and Ph.D. from Fordham University in 2009. Silton has worked at Nickelodeon, Sesame Street Workshop, and Mediakidz. She has taught undergraduate and graduate psychology courses at Fordham University, Hunter College, Touro College and is now relishing her time at Marymount Manhattan College. She was a Postdoctoral Templeton Fellow at the Spears Research Institute from 2009-2010, and has consulted on projects conducted by the Autism Seaver Center, by Sesame Street Workshop, and Netflix. Silton’s primary research interests include determining how to: (1) Enhance typical children’s sensitivity to children with disabilities, (2) Teach social-emotional and cognitive skills to children with disabilities, and (3) Harness Assistive Technology to meet the needs of individuals with disabilities. Nava published her most recent peer-reviewed articles and texts in the area of increasing typical children’s knowledge and sensitivity towards individuals with disabilities and in evaluating Assistive Technology for individuals with disabilities. Nava published her first book: Innovative Technologies to Benefit Children with Autism in March 2014 and is now preparing her third book: Exploring the Benefits of Creativity in Business, Media and the Arts (June 2016). She is currently testing her television show and graphic novel series, Realabilities in the schools. Much of her work focuses on disability awareness via programming and on promoting a stop bullying platform in the schools. Additionally, Nava is a Psychology point person for Fox 5 News and NBC News. Silton is also a weekly coach for Special Olympics Gymnastics, helps run Jewish learning and visiting the sick programs, and chairs a variety of fundraising initiatives in Manhattan. Nava is married to Dr. Ariel Brandwein, a Pediatric ICU fellow at LIJ Medical Center, and is the proud mother of two wonderful little guys, Judah and Jonah Brandwein.

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Joséphine Ancelle graduated as class valedictorian with her B.A. in Speech-Language Pathology and Audiology and with a minor in Language Sciences from Marymount Manhattan College in the spring of 2014. She currently is completing her M.S. in Communication Sciences and Disorders with a bilingual extension certification at Teachers College, Columbia University. Her research interests include bilingual language acquisition, the use of music as a tool for speech and language treatment, and language processing.
About the Contributors

**Senada Arucevic** is a nursing student at the Harriet Rothkopf Heilbrunn School of Nursing at Long Island University in Brooklyn, NY. She is pursuing a second Bachelors Degree in nursing due to her desire to work with children in a medical context. Arucevic discovered her passion through a compelling internship in the Pediatric Intensive Care Unit at the Steven and Alexandra Cohen Children’s Medical Center of the North Shore LIJ Health System. Her previous degree in biology and psychology was achieved at Marymount Manhattan College where she also conducted research with Dr. Nava Silton for four years on the behavioral intentions and cognitive attitudes of typical children towards children with disabilities. Arucevic joined Silton on the Realabilities project in 2011, has contributed to the development of each of the characters and has written two of the episodes as well as edited others. She was an integral part of the research team that tested the efficacy of the show in different elementary schools throughout New York and New Jersey. Arucevic hopes to continue conducting research with Dr. Silton and plans on attending graduate school to become a Doctor of Nursing Practice (DNP).

**Jody Marie Bartz** is an Assistant Professor of Practice at Northern Arizona University in Flagstaff, Arizona where she teaches courses in Early Childhood Special Education and Severe Disabilities. Additionally, she is the TASH@NAU Faculty Advisor. She completed her Ph.D. in Disability and Psychoeducational Studies with a major emphasis in Early Childhood Special Education and a minor in Family Studies and Human Development at the University of Arizona in Tucson, Arizona. As a former special educator and the aunt of two nephews with autism, Jody is known as a strong advocate and is passionate about ensuring inclusive educational opportunities, especially for children with significant support needs. Her research agenda includes studying the effects of family involvement as well as the impact of educational, community, medical, and familial collaboration on outcomes for children with special health care needs and disabilities.

**Peña L. Bedesem** is an Assistant Professor at Kent State University. Her research interests include the use of evidence-based practices and technology to support students with learning and behavior problems.

**Michael Ben-Avie, Ph.D.**, was the data analyst for Connecticut General Assembly Special Act 08-5: An Act Concerning the Teaching of Children with Autism and Other Developmental Disabilities (2008-2009). He is a senior researcher with the Center of Excellence on Autism Spectrum Disorders and conducted research on a federal grant addressing “Handheld Technology to Improve Educational Outcomes for Students with Autism Spectrum Disorders” (2010-2013). He worked as a job coach at a school that serves students with Autism Spectrum Disorders and other Developmental Disorders. As Principal Investigator and Co-P.I., he conducted outcome evaluations of federal grants, including grants from the U.S. Department of Health and Human Services’ Center for Substance Abuse Treatment, U.S. Department of Education, the Substance Abuse and Mental Health Services Administration’s Center for Mental Health Services, and a collaboration among the U.S. Departments of Education, Health and Human Services, and Justice. Dr. Ben-Avie is a nationally-recognized expert on public education as co-editor of six books on educational change and youth development with James. P. Comer, M.D., Associate Dean of the Yale School of Medicine. He is chair of the Tag Institute for Social Development.
Michelle Blumstein recently graduated from Marymount Manhattan College. While there she studied Early Childhood Education, with a special interest in students with disabilities and Psychology, more generally. She started playing instruments and appreciating music at a young age and music has been her passion ever since. Finding a way to incorporate that passion into something that can help and benefit others is realizing a dream for Michelle. She truly believes that music has the ability to heal, not only on an emotional level, but on a physical level, as well. There are various ways that music can benefit all people, not only through creating music, but through listening to music as well. Music is one of the greatest gifts we can give as well as receive and Blumstein contends that everyone should have the opportunity to love and enjoy it.

Patricia Brooks is Professor of Psychology at the College of Staten Island, City University of New York (CUNY), where she directs the Language Learning Laboratory. She completed her PhD studies in Experimental Psychology at New York University and post-doctoral fellowships at Carnegie Mellon University and Emory University, before joining the CUNY faculty in 1997. Dr. Brooks serves as Deputy Executive Officer of the PhD Program in Psychology at The Graduate Center, CUNY, and as Faculty Advisor of the Graduate Student Teaching Association of the American Psychological Association. Her research interests are in two broad areas: (1) individual differences in language learning and development and (2) effective teaching and learning. Dr. Brooks has authored or co-authored over 75 scientific papers and book chapters. With Vera Kempe, she co-authored the textbook Language Development (Wiley-Blackwell, 2012), and co-edited the Encyclopedia of Language Development (Sage, 2014).

Amy Bixler Coffin, M.S., is Program Director of the Autism Center at OCALI. A special educator for 24 years, Coffin has served as an intervention specialist, low-incidence supervisor, director of special education, and autism program director. She currently coordinates and provides regional and statewide professional development for districts, families, and organizations. Coffin has presented at state, national, and international conferences, contributed to several articles and book chapters, and has authored a book on supporting individuals with ASD in the community.

Terry Cumming is a Senior Lecturer in Special Education and the Deputy Head of School (Learning and Teaching) at the School of Education at the University of New South Wales. Her research interests include: students with emotional and behavioural disorders, social skills training, positive behavioural interventions, the use of technology in the classroom, and life transitions for people with disabilities. As part of the School of Education’s Special Education Research Group, Terry’s research is focused on life transitions for people with disabilities, positive behaviour support, and using iPads to support individuals with disabilities.

Janis Doneksi-Nicol is the program director of the Northern Arizona University (NAU) Institute for Human Development Assistive Technology Center. She manages grants, contracts, fee for service activities and the NAU Graduate Certificate in Assistive Technology. Ms. Nicol has diverse experiences in the field of assistive technology as a cross categorical special education teacher, speech-language pathologist, and part-time faculty member. She is credentialed as an Assistive Technology Professional through the Rehabilitation Engineering and Assistive Technology Society of North America and is a member of the American Speech Language and Hearing Association (ASHA). She maintains membership in the ASHA Augmentative and Alternative Communication and Telepractice Special Interest Groups.
Ms. Nicol is also a doctoral candidate at NAU in the College of Education Curriculum and Instruction Doctoral Program with a research focus. Ms. Nicol has been providing assistive technology services and systems to adults and children with disabilities for over twenty years. She also provides web-based distance training, observations, and coaching to optimize access and inclusion of persons with disabilities. Ms. Nicol’s teaching and research interests focus on the use of assistive technology tools and strategies to enhance language, literacy, learning, and communication. Her primary interest area is in literacy, complex communication needs and augmentative and alternative communication.

Cathi Draper Rodriguez, Ph.D., NCSP, is an Associate Professor and the Chair of the School of Education at California State University, Monterey Bay. Dr. Draper Rodriguez teaches curriculum, assessment, and introduction to research in the Special Education and Masters programs. Since earning her doctorate from the University of Nevada, Las Vegas, she has focused her research on using technology with English learners with and without disabilities and the diagnosis of disabilities in English learners, assessment in education and multicultural education. Dr. Draper Rodriguez is a Nationally Certified School Psychologist. Her previous work experience includes serving as a bilingual school psychologist in a public school setting and as an early interventionist providing services to young Latina mothers.

Diane Weaver Dunne is the executive director of the Connecticut Radio Information System. She holds a master’s degree in Communication from the University of Hartford and a bachelor’s degree in journalism from Syracuse University. She was an adjunct professor in communication at the University of Hartford for several years. Diane was the news editor for Education World, and the managing/interim editor at the Hartford Business Journal.

Theresa L. Earles-Vollrath, Ph.D. is a Professor of Special Education at the University of Central Missouri. Over the past 25 years, Dr. Vollrath has performed numerous jobs and activities related to educating children and youth with autism spectrum disorders. She is a consultant, presents on topics relating to ASD, has co-authored a state grant that funded an autism assessment center and has authored or co-authored numerous articles, books, and book chapters.

Naomi Gaggi is an undergraduate student at Macaulay Honors College at the College of Staten Island, City University of New York (CUNY). She is anticipating her Bachelor of Science in Psychology, with a concentration in neuroscience, in May of 2017. Her recent undergraduate work was mentored by Dr. Patricia J. Brooks and Dr. Kristen Gillespie-Lynch. Her work focused on social behaviors of college-aged students with Autism Spectrum Disorder and other disabilities. She is currently working on a study concerning college-aged adults with Autism Spectrum Disorder and social media, supervised by Christina Shane-Simpson. Naomi plans on obtaining her Ph.D. in Neuropsychology and holding a job as a professor.
Kristen Gillespie-Lynch is Assistant Professor of Psychology at the College of Staten Island. She received a PhD in Developmental Psychology from UCLA. Building upon her experiences teaching people with ASD, she investigates strengths and weaknesses associated with ASD across the lifespan. Her work includes the first study to examine relations between early childhood attention sharing and adult outcomes in autism, evaluations of eye-tracking measures as potential risk markers of autism, and assessment of potential benefits of computer-mediated communication for people who are and are not on the spectrum. In collaboration with a colleague on the spectrum, she developed a survey to examine conceptions of autism among people with and without ASD. Their findings suggested that people on the spectrum and those aware of the neurodiversity (or autism rights movement) are less interested in curing autism than their counterparts. However, participants who were and were not on the spectrum were equally interested in developing supports to increase the quality of life of people on the spectrum. Given that supports for adults on the spectrum are currently limited, she now directs and evaluates a mentorship program for college students with ASD.

Emily Hotz is a doctoral student in developmental psychology at the Graduate Center of CUNY. Throughout the course of her research, Emily has developed, implemented, and evaluated intervention and education programs for individuals across the lifespan. Emily’s dissertation research investigates the role of parenting-related cognitions and emotions in the context of a parent-mediated intervention for children with autism spectrum disorder. She recently collaborated on a project that aimed to improve developmental screening practices among pediatricians and early childhood providers serving New York City. In addition to her graduate studies, Emily currently serves as a research analyst at the CUNY Institute for State and Local Governance. She has taught introductory psychology, health psychology, and basic and applied child development courses at Hunter College. Emily received her bachelor’s degree in psychology from the George Washington University in 2011 and her master’s degree in developmental psychology from the Graduate Center of CUNY in 2014.

Chris Kelly is the CRISKids for Schools Coordinator at CRIS Radio. As the coordinator, he recruits schools, trains teachers and students in the use of the technology, works with area partners to expand service to niche groups, convenes focus groups of teachers to integrate experiences into updated versions, develops and distributes surveys seeking student feedback and presents at conferences and seminars.

Taylor Luke attends The University of Texas at Austin, where she is pursuing a Master of Arts degree in Speech-Language Pathology. Taylor received her Bachelor of Arts degree in Speech-Language Pathology and Audiology with a minor in Psychology from Marymount Manhattan College, where she graduated magna cum laude. In the course of her undergraduate career, she served as a research assistant under Ann D. Jablon, Ph.D., CCC-SLP and Linda Z. Solomon, Ph.D., during which she discovered an interest and excitement for academia. Inspired by the teachings of Dr. Maria Montessori, Taylor has an affinity toward the developing minds of the pediatric population. Through her internship opportunities, she has discovered the power and potential of technology in the field of treating developmental disorders. In the future, Taylor would like to provide traditional speech-language and feeding services to the pediatric population while continuing to investigate how technology can serve as an effective modality for treatment.
Toby Mehl-Schneider, M.S. CCC-SLP, is a speech-language pathologist in New York City. She received a Bachelor of Arts, cum laude, in speech-language pathology and audiology and a Master of Science in speech-language pathology from Brooklyn College, The City University of New York. Toby is currently a doctoral student in the Department of Speech-Language-Hearing Sciences at The Graduate Center, The City University of New York in New York City. Toby Mehl-Schneider served as the lead researcher for the analysis, translation and standardization of the Preschool Language Scale (PLS-4) Hebrew Edition, adapting the PLS-4 English assessment materials to reflect the appropriate cultural and linguistic aspects of the Hebrew language. Her research for this standardization project as well as her research in other language-based areas have been presented at various national and international conferences. Toby has been providing therapeutic intervention to school-age children with varied speech and language disorders, including many with AAC needs, in the New York City Department of Education for nine years.

Brenda Smith Myles, Ph.D., a consultant with the Ohio Center for Autism and Low Incidence (OCALI) and the Ziggurat Group, is the recipient of the Autism Society of America’s Outstanding Professional Award, the Princeton Fellowship Award, The Global and Regional Asperger Syndrome (GRASP) Divine Neurotypical Award, American Academy of Pediatrics Autism Champion, and two-time recipient of the Council for Exceptional Children, Division on Developmental Disabilities Burton Blatt Humanitarian Award. She served as the editor of Intervention in School and Clinic, the third largest journal in special education and has been a member of the editorial board of several journals, including Focus on Autism and Other Developmental Disabilities, Remedial and Special Education, and Autism: The International Journal of Research. Brenda has made over 1000 presentations all over the world and written more than 250 articles and books on ASD. In addition, she served as the co-chair of the National ASD Teacher Standards Committee, was on the National Institute of Mental Health’s Interagency Autism Coordinating Committee’s Strategic Planning Consortium and collaborated with the National Professional Center on Autism Spectrum Disorders, National Autism Center, and the Centers for Medicare and Medicaid Services who identified evidenced based practices for individuals with autism spectrum disorders and served as Project Director for the Texas Autism Resource Guide for Teachers (TARGET). Myles is also on the executive boards of several organizations, including the Scientific Council of the Organization for Autism Research (SCORE), College Internship Program, Early Autism Risk Longitudinal Investigation Network, and ASTEP – Asperger Syndrome Training and Education Program. Further, in the latest survey conducted by the University of Texas, she was acknowledged as the second most productive applied researcher in ASD in the world.

Christine Ogilvie was a middle school teacher in Massachusetts and Vermont before making the jump into higher education. A PhD graduate of the University of Central Florida in Orlando, FL, Dr. Ogilvie has established a notable presence in the area of Autism Spectrum Disorders. Her specific focus is working with adolescents with High Functioning Autism and Asperger Syndrome in the area of social skills instruction. As an avid supporter of video modeling and simulation technology for social skills instruction, Dr. Ogilvie continues to pursue an active research agenda in order to impact a larger number of adolescents on the Autism Spectrum, their teachers, families and the community at large.
Viviana Perilli, psychologist and PhD in psychology of cognitive, emotional and communicative processes, is a research assistant at the No-Profit Organization Lega del filo d’Oro site in Lesmo, Italy. She graduated in Clinical Psychology of Development and Relationships (2008) and earned her PhD (2013) at the University of Bari, Italy. During the PhD she started the first researches on cognitive rehabilitation of dementia, in particular on the process of intervention aimed at supporting the residual abilities in patients with Alzheimer’s disease by the use of assistive technologies. Currently she is involved in research projects that focus on cognitive-behavioral interventions for persons affected by psycho-sensorial disabilities, extensive motor disabilities and developmental disabilities. The author works with assistive technologies for promoting communication opportunities, adequate physical exercise or ambulation, self management of instruction cues and leisure activities.

Bertram Ploog, as an undergraduate at the U. of California, San Diego, was mentored by Drs. George Reynolds, Edmund Fantino, and Ben Williams, who got him interested in experimental behavior analysis. In graduate school, with Dr. Laura Schreibman as his advisor, he first focused on applied behavior analysis. His Ph.D. dissertation, under Dr. Ben Williams’s guidance, was an investigation of errorless learning in pigeons (theoretically relevant for an educational setting and applied behavior analysis, especially for autism). He spent his postdoctoral fellowship at Hunter College, in Dr. Phil Zeigler’s lab, where he learned novel techniques relevant for neuroscientific research. A current research focus is on behavioral animal models to study abnormal attention patterns in children with autism. He is also directly studying attention processes (incl. language) in these children. He is now affiliated with three CUNY PhD training areas/subprograms (Animal Behavior & Comparative Psychology and Behavior Analysis in Psychology and Neuroscience in Biology). He has taught primarily behavior analysis and statistics courses.

Lisa Proctor received her Ph.D. from the University of Nebraska-Lincoln in 1998. She is a professor in the department of Communication Sciences and Disorders at Missouri State University. Her teaching and research interests include language and literacy development of children with complex communication needs.

Régine Randall is an assistant professor and coordinator of the graduate reading program in the department of Special Education and Reading at Southern Connecticut State University. She earned a Ph.D. from the University of Connecticut in Curriculum and Instruction with an emphasis on reading education. Régine has a wide array of professional and creative interests including adolescent literacy, content area reading and writing, assessment and intervention, teacher education, the special education needs of emergent bilinguals and the use of mixed media in K-12 classrooms. Prior to accepting a position at Southern Connecticut, Régine worked as a high school reading consultant as well as a research associate at the Yale Center for Learning Research.

Jan Rogers is currently the Program Director of the OCALI Assistive Technology Center. She is an occupational therapist and is also a RESNA certified ATP who has worked in a variety of agencies serving the needs of individuals with disabilities. She has taught assistive technology courses at The Ohio State University and currently teaches in the on-line AT certification and Master’s program at Bowling Green State University. Additionally, she is a frequent presenter at local, state and national conferences on the topic of assistive technology.
About the Contributors

Rebecca Ruchlin is currently pursuing a master’s degree in speech-language pathology at Monmouth University. She holds a Bachelor of Arts degree in Speech-Language Pathology and Audiology from Marymount Manhattan College, where she graduated cum laude. Rebecca was a research assistant for Dr. Nava Silton for three years, working on a children’s television show entitled Realabilities, encouraging typically developing children to be accepting and supportive of their disabled peers. She is currently working on a project at Monmouth University, evaluating the language abilities of individuals with autism, and the impact it has on empathy. Rebecca would like to work with children with autism, and other developmental disabilities. Her interest in that particular population derives from her own experiences with having a brother who has autism. He has been a source of inspiration for her since his diagnosis over 16 years ago.

Frank J. Sansosti, Ph.D., NCSP is an Associate Professor and Coordinator of School Psychology at Kent State University. He has extensive experience working with individuals with autism spectrum disorders (ASD) and behavioral disorders in both school and clinic settings. As a practitioner he provided coaching and technical assistance for early intervention and best practice approaches for students with disabilities in inclusive settings and coordinated efforts between parents, teachers, administrators, and district level personnel. Currently, Dr. Sansosti’s primary research and professional interests focus on the development and implementation of behavioral and social skills interventions for individuals with ASD and best practice approaches for the inclusion of students with low-incidence disabilities. In addition, Dr. Sansosti has been active in conducting professional workshops for educators working with students with severe disabilities at local, regional, national, and international venues and he serves as a consultant to multiple school districts/agencies.

Christina Shane-Simpson is a doctoral student in Developmental Psychology at The Graduate Center, CUNY. Christina uses mixed methods to explore the dynamic interactions that occur between humans through computer-mediated environments. She currently studies college students’ activity choices on social networking sites as they relate to compulsive tendencies, self-esteem and autistic traits. She is also designing technology-based interventions to assist students with autism and other disabilities to effectively navigate social networking sites for both entertainment and educational purposes. Her interests in integrating technology within the formal and informal classroom environment have led Christina to pursue a Certificate in Interactive Technology and Pedagogy from The Graduate Center, while she currently teaches Human Development at Hunter College. Christina also joined New Knowledge Organization, Ltd. as a Graduate Research Fellow to supplement her graduate work and further advance her research on the human-technology relationship.

Fabrizio Stasolla, PhD, is assistant professor at University of Bari. His topic concerns the assistive technologies for children with multiple disabilities, developmental disabilities, autism spectrum disorders, Rett and Down syndromes and cerebral palsy. He is interested in cognitive-behavioral deals with cognitive-behavioral interventions and alternative augmentative communication strategies for non verbal individuals. He teaches psychology of disabilities and rehabilitation to educational sciences students. The author works on PECS, VOCA, literacy process, ambulation responses, self-monitoring and self management of instruction cues to promote on-task behavior by students with learning disabilities. He is ad-hoc reviewer for Autism - open access, Journal of Autism and Developmental Disorders, Journal of Behavioral Education, Life Span and Disability, Research in Autism Spectrum Disorders, and Research in Developmental Disabilities. Moreover, he is a member of editorial board of the International Journal of Behavioral Research & Psychology (ISSN 2332-3000, SCI DOC Publishers).
Iva Strnadová is an Associate Professor in Special Education at the University of New South Wales in Sydney, Australia. She is also an Honorary Senior Lecturer at the University of Sydney, Faculty of Education and Social Work, Australia. Her research aims to contribute to better understanding and the improvement of life experiences of people with disabilities. Iva’s previous research and ongoing research interests include the well-being of people with developmental disabilities (intellectual disabilities and autism) and their families over the life span, transitions for people with disabilities, mobile learning for people with developmental disabilities and women with intellectual disabilities.

Deborah Sturm is an Associate Professor of Computer Science at the College of Staten Island, City University of New York (CUNY) where she teaches undergraduate and graduate courses. She designed and teaches two gaming electives and introduced an area concentration in game development. Dr. Sturm is the faculty coordinator for the Faculty Interest Group in Gaming and Pedagogy under the auspices of the Faculty Center for Professional Development and is a member of the CUNY Games Network Advisory Board. She was a Project Director and Co-PI on a NSF-STEM grant, “Science and Technology Expansion via Applied Mathematics (STEAM),” a comprehensive, NSF-funded program to expand and support undergraduate education in science, technology, engineering and mathematics. Through this and other grants, she collaborates with members of the Psychology Department to design and develop research apps for children on the Autism spectrum.

Wendy Szakacs has been working with persons with disabilities for twenty-four years, while specializing in autism for the past seventeen years. She is presently employed as the Ohio Center for Autism and Low Incidence (OCALI) Regional Consultant for Autism and Low Incidence for Northeast/eastern Ohio. She develops evidence-based materials, provides technical assistance and professional development leading projects in social competence, bullying, behavior and communication. Szakacs began her career as an activities instructor for adults with disabilities at a county workshop setting. Next, she taught high school level students with orthopedic handicaps. She then taught students with multiple disabilities for several years before founding a unit for students with autism spectrum disorder. Mrs. Szakacs also was the educational consultant for a county autism consultation team that served students on the autism spectrum in twenty districts. Mrs. Szakacs has a B. S. degree in special education and a Master’s degree in special education with a focus on autism, both from Youngstown State University. She has presented at local, state, and national conferences on various topics about autism spectrum disorder, including comprehensive program planning, structured teaching, social competence, and behavior.

Larah van der Meer, Ph.D. is an Assistant Professor in the School of Education at Victoria University of Wellington, New Zealand. She received the Vice Chancellor’s Strategic Research Scholarship to complete her doctoral studies in Education at Victoria University of Wellington. This research focused on enhancing communication intervention for children with autism spectrum disorders. She completed a Postgraduate Diploma in Special Education from Massey University, New Zealand and worked as a behavior therapist for children with autism spectrum disorders. Dr van der Meer is currently involved in research projects investigating the use of iPods and iPads as AAC devices to support the communicative functioning of children and adults with various developmental and intellectual disabilities. She has co-authored various peer-reviewed research articles and presented her research at international and local conferences.
About the Contributors

Krista Vince Garland, originally from Orlando, Florida, earned her Ph.D. in exceptional education at the University of Central Florida. Her research interests include the use of technology and simulation in teacher preparation, autism spectrum disorders, severe/profound disabilities, behavior management and single subject research. Dr. Vince Garland has taught a wide range of students with exceptionalities from kindergarten through eighth grades, across a continuum of educational settings, including facilitation, resource, and self-contained classrooms. Dr. Vince Garland frequently consults and presents at national professional conferences. She is actively involved in several professional organizations, including the Council for Exceptional Children, where she is a member of the Teacher Education Division professional development committee, the Technology and Media Division committee, and the Educators with Disabilities Caucus. She is also an active member of the Division of Autism and Developmental Disabilities, Council of Children with Behavioral Disorders, Autism Research Institute and Best Buddies.

Ye Wang, an associate professor and the Program Coordinator for Education of the d/Deaf and Hard of Hearing (EDHH) Program in the Department of Health and Behavior Studies, Teachers College, Columbia University, earned both of her M.A. and Ph.D. in School of Teaching & Learning from The Ohio State University. Her primary research interest is the language and literacy development of students who are d/Deaf or hard of hearing. Her other research and scholarly interests include multiple literacies, technology and literacy instruction, inclusive education, research methodology and early intervention.

Peggy Schaefer Whitby, Ph.D. is an associate professor at the University of Arkansas. Dr. Whitby is the program coordinator for the M.Ed. in special education with an emphasis in autism and behavior analysis. Her research interests are in the area of high-functioning autism and academic achievement. Dr. Schaefer Whitby has multiple publications in peer-reviewed journals including Education and Training in Autism and Developmental Disabilities, Beyond Behavior, Intervention in School and Clinic, and Focus on Autism and Other Developmental Disabilities.