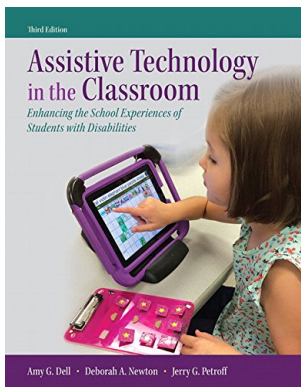


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This up-to-date book shows how assistive technology can be used in all kinds of classrooms, at all grade levels, to enhance the teaching and learning of students with a wide range of disabilities. The emphasis is on the integration of assistive technology into the curriculum. It addresses the challenges teachers face when using assistive technology to teach new skills to students with disabilities, to increase their independence and productivity, and to provide them with access to the general education curriculum. The text discusses disability categories within the context of school-related tasks and technology-based solutions to avoid misleading readers into simply pairing a certain diagnosis with a certain tech tool. The new edition of *Assistive Technology in the Classroom* keeps readers abreast of relevant new developments in mobile devices and assistive technology through a new chapter on how to use assistive technology to create visual supports and promote positive behavior, chapter updates on available mobile devices, expanded information on Universal Design for Learning, and additional ideas and discussion on how to match technology tools to a student's specific needs and strengths. The Enhanced Pearson eText features embedded videos.

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The second edition of *Assistive Technology in the Classroom: Enhancing the School Experiences of Students with Disabilities*, clearly understands and addresses two of the most important aspects of assistive technology: that classroom technology changes rapidly, and that individual students with disabilities require personalized solutions when it comes to successfully completing daily, school-related tasks. With the first aspect in mind, the authors of this contemporary and engaging text have created a companion website that will keep students and instructors up to date with the most current adva

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Assistive technology that helps students with learning disabilities includes computer programs and tablet applications that provide text-to-speech (e.g., Kurzweil 3000), speech-to-text (e.g., Dragon Naturally Speaking), word prediction capabilities (e.g., WordQ), and graphic organizers (e.g., Inspiration). In comparison to other interventions, assistive technology may have a significant effect in helping students with disabilities progress towards the goals outlined on their Individual Education Plans (Watson, Ito, Smith, & Andersen, 2010). Assistive technology can improve the writing skills of students with learning disabilities (Batorowicz, Missiuna, & Pollock, 2012). Assistive technology can help students to bypass the mechanical aspects of writing. The second edition of *Assistive Technology in the Classroom Enhancing the School Experiences of Students with Disabilities*, clearly understands and addresses two of the most important aspects of assistive technology: that classroom technology changes rapidly, and that individual students with disabilities require personalized solutions when it comes to successfully completing daily, school-related tasks. With the first aspect in mind, the authors of this contemporary and engaging text have created a companion website that will keep students and instructors up to date with the most current adva