

SUBJECT INDEX

- academic achievement 237, 243, 245, 252
- academic problems 4, 129–130
- accessibility 99–101, 137
- americans with disabilities act 152
- assistive technology 61–89, 95, 99, 101–103, 120–121, 149–171
 - access 122
 - teacher perceptions 143–144, 149–171
- attention deficit disorders 3–4, 9, 15, 126, 140
 - attention deficit hyperactivity disorders 3, 9, 47, 141
 - attention difficulties 4
- autistic children 25
- automaticity training model 7–8, 14–15
- behavior management 134–136
- cd-rom 120
- cognition 39, 46–47
- computers 131, 143, 176, 177, see chapters 1–8
 - classroom uses 64
 - computer-based academic assessment system (caas) 7–15
 - graphics 23
 - labs 136–137
- conduct disorders 3, 131–132
- dictation and voice recognition 72–73, 127–128
- discrepancy models 187–224
 - ability-achievement 190–191
 - discrepancies and learning disabilities 222–223
 - expectancy formulas 193–195
 - grade level deviation 193
 - profile analysis 189–190
 - regression models 196–197
 - standard score methods 195–196
 - statistical classification versus clinical judgment 200–201
- down syndrome 81
- dyslexia 6, 12, 49–51, 53, 141
- early childhood special education 154–155
- electronic performance support systems 66–67
- email 173–183
 - mentor 177–183
- emotional disabilities/behavioral disabilities 119, 126, 129–130, 140–141, 144
- eye movement 39–56
 - developmental aspects 44
 - history 40–43
 - saccadic 49–51
 - technology 47–56
 - tracking 41–42
- graphic organizers 72
- hypermedia 65–66
 - hypertext 65
- individuals with disabilities education act 67–69, 97, 109–110, 120, 150, 157
- individualized education program (iep) 97, 108, 120, 132–134, 144
 - iep team 108–110
- instructional technology 105–107, 120–121, see also assistive technology
- internet 54–56, 74–79, 83, 85, 119–120, 128, 132, 137, 140, 142, 145, 177
 - teacher views 74–75
 - learner views 75–77

- learning disabilities 4, 17, 26, 80, 119, 126, 131, 144, 175–176, 177–224
 - learning disabilities compared with low achievement 203–209, 215–218, 223
 - learning disabilities and intelligence 210–215
 - operational definitions 220–222, see also discrepancy
- learning problems 47, 49, see also learning disabilities
- legal/policy issues 109–111, 146
- literacy 61–62, see also reading, reading disabilities, writing difficulties
 - technology and literacy 61–89
- low achievement 237–254, see also underachievement
- memory 6
 - computer memory 23
 - working memory 470
- mental retardation 156, 176, 211–213, 216–217
- mild disabilities 174–175, 202–203
- modularity theory 5
- multimedia 66
- multiple disabilities 81, 156
- national literacy act 152
- oppositional defiance disorders 3
- parents 80–89, 143
- physical disabilities 81, 156
- physics 17–18, 20–21, 28–36
- professional development/staff development 103–105, 131, 170
- project devise 27–36
- rapid word naming 8, 10
- reading 6
 - reading comprehension 62–63
 - reading disabilities/disorders/difficulties 14, 17, 27, 39, 47, 51–55, 62–63, 82, 216, 218–219
 - reading interventions 5, 10–15
- sensory disability 81
- service delivery 107–109
- simulation 23–24
- slow learners 215
- standards-based instruction 106
- strategic coherence 237–254
- stroop effect 6
- study strategies 238–239, 241, 244–245, 247–248, 250, 252
- supported text and text readers 73–74, 82
- teacher choice 123–125, 134–139
- underachievement 190
- universal design 100
- virtual environment/reality 17–36
 - frames-of-reference 21
- visual impairment 156
- visual perception 39
- vocational rehabilitation act 152
- word identification 8
- word prediction 71–72
- word processing 70–71
- writing difficulties 63–64, 174, 179–183