References

Alvermann, D. (1991). The discussion web: A graphic aid for learning across the curriculum. *The Reading Teacher*, 45(2), 92-99.

Alvermann, D., Smith, L., and Readence, J. (1985). Prior knowledge activation and the comprehension of compatible and incompatible text. *Reading Research Quarterly, 20,* 420-436.

Bourgeois, M., (1992). Evaluating memory wallets in conversations with person with dementia. *Journal of Speech and Hearing Research*, *35*, 1344-1357.

Bray, M., and Kehle, T. (1996). Self-modeling as an intervention for stuttering. *Behavior Therapy, 2,* 129-150.

Butalla, C., and Farinella, K. (2012). Feedback frequency in treatment for childhood apraxia of speech. *AJSLP*, *21*, 239-257.

Cihak, D., Fahrenkrog, C., Ayres, K., and Smith, C. (2009). The use of video modeling via a video iPod and a system of least prompts to improve transitional behaviors for students with autism spectrum disorders in the general education classroom. *Journal of Positive Behavior Interventions*. 12(2), 103-115.

Cream, A., O'Brian, S., Jones, M., Block, S., Harrison, E., Lincoln, M., Packman, A., Menzies, R., & Onslow, M. (2010). Randomized controlled trial of video self-modeling following speech restructuring treatment for stuttering. *Journal of Speech, Language, and Hearing Research*, 53, 887-897.

DeThorne, L, Johnson, C., Walder, L., Mahurin-Smith, J. (2009). When "Simon Says" doesn't work: Alternatives to imitation for facilitating early speech development. *American Journal of Speech-Language Pathology, 18,* 133-145.

DiCecco, V., and Gleason, M. (2002). Using graphic organizers to attain relational knowledge from expository text. *Journal of Learning Disabilities*, *35*(4), 306-320.

Dunham, G. (2011, April 5). The future at hand: Mobile devices and apps in clinical practice. Asha Leader.

Fahey, M. (2010, May 28). High school swaps out textbooks for iPads. Posted on Kotaku Online.

Fernandes, B., (2011, June). iTherapy: The revolution of mobile devices within the field of speech therapy. *Perspectives on School-Based Issues, 12,* 35-40.

Fey, M., Long, S., and Finestack, L. (2010). Ten principles of grammar facilitation for children with specific language impairments. *American Journal of Speech-Language Pathology*, 12, 3-15.

Flores, M., Musgrove, K., Renner, S., Hinton, V., Strozier, S., Franklin, S., Hill, D., (2012, June). A comparison of communication using the Apple iPad and picture-based system. *Augmentative and Alternative Communication*, 28(2), 74-84.

Gildersleeve-Neumann, C. (2011). The importance of production frequency in therapyfor childhood apraxia of speech. *American Journal of Speech Language Pathology*, 20(2), 95-110.

Girolametto, L., Pearce, P. S., & Weitzman, E. (1997). Effects of lexical intervention on the phonology of late talkers. *Journal of Speech, Language, and Hearing Research, 40,* 338–348.Goda, S. (1962). Spontaneous speech: A primary source of speech therapy material. *Journal of Speech and Hearing Disorders, 27,* 190-192.

Gray, C. (1998). Social stories and comic strip conversations with students with Asperger's syndrome and high-functioning autism. In E. Schopler, G.B. Mesibov, and L.J. Kunce (Eds.), *Asperger syndrome or high-functioning autism?* (pp. 167-198). New York: Plenum.

Hagiwara, T, and Myles, B. (1999). A multimedia social story intervention: Teaching skills to children with autism. *Focus on Autism and Other Developmental Disabilities*, 14(2), 82-96.

Hallett, T.L., (2002, June 11). The impact of technology on teaching, clinical practice, and research. *Asha Leader*.

Harris, M., and Reichle, J. (2004). The impact of aided language stimulation on symbol comprehension and production in children with moderate cognitive disabilities. *American Journal of Speech-Language Pathology*, 13, 155-167.

Heinrich, P. (2012). The iPad as a tool for education: A study of the introduction of iPads at Longfield Academy. Winchester, United Kingdom.

Herd, C., Epperly, R., and Cox, K., (2011). Technology: Clinical and technological innovations: Use of the Apple iPad in clinical supervision. *Perspectives on Administration and Supervision*, *21*, 112-116.

Hoggan, K., and Strong, C. (1994). The magic of "once upon a time": Narrative teaching strategies. *Language, Speech, and Hearing Services in Schools, 25,* 76-89.

Hu, W. (2011, Jan 4). Math that moves: Schools embrace the iPad. Posted in the NY Times Online.

Idol, L., and Croll, V. (1985). Story-mapping training as a means of improving reading comprehension. *Learning Disability Quarterly, 10,* 214-229.

Justice, L., and Ezell, H. (2000). Enhancing children's print and word awareness through home-based parent intervention. *American Journal of Speech-Language Pathology*, *9*, 257-269.

Kaderavek, J., and Justice, L. (2010). Shared storybook reading as an intervention context: Practices and potential pitfalls. *American Journal of Speech-Language Pathology, 11,* 395-406.

Kagan, A., Black, S., Felson Duchan, J., Simmons-Mackie, N., and Square, P. (2001). Training volunteers as conversation partners using "Supported Conversation for Adults with Aphasia": A controlled trial. *Journal of Speech, Language, and Hearing Research, 44,* 624-638.

Kagan, S. (1994). Cooperative learning. San Clemente, CA: Kagan Cooperative Learning.

Kaufman, M. (2011, June 11). Why the iPad should be used in classrooms. *From* <u>www.ipadinschools.com</u>. Lloyd, P. (1994). Referential communication: Assessment and intervention. *Topics in Language Disorders, 14*(3), 55-69.

Maas, E., Robin, D.A., Hula S. N.A., Freedman, S.N., Wulf, G., Ballard, K.J., and Schmidt, R.A (2008). Principles of motor learning in treatment of motor speech disorders. American Journal of Speech-Language Pathology, 17, 277-298.

Marks, G., and Milne, J. (2008). iPod therefore I can: Enhancing the learning of children with intellectual disabilities through emerging technologies. *Readings in Education and Technology*, 165-175.

Martinex, M., and Roser, N. (1985). Read it again: The value of repeated readings during storytime. *The Reading Teacher*, *38*, 782-786.

McFadden, T. (1988). Sounds and stories: Teaching phonemic awareness in interactions around text. *American Journal of Speech-Language Pathology*, *7*(2), 5-13.

Morrow, C. (1985). Retelling stories: The strategy for improving children's comprehension, concept of story structure, and oral language complexity. *Elementary School Journal*, *85*, 647-661.

Ortiz, J., Burlingame, C., Onuegbulem, C., Yoshikawa, K., & Rojas, E.D. (2012). The use of video self-modeling with English language learners: implications for success. *Psychology in the Schools*, 49(1), 23-29.

Oswald, L., and Lignugaris, B. (1990). The effects of incidental teaching on the generalized use of social amenities at school by a mildly handicapped adolescent. *Education and Treatment of Children, 13*(2), 142-153.

Peck, J. (1989). Using story telling to promote language and literacy development. *The Reading Teacher*, 42, 138-141.

Ralabate, P. (2011, August 30). Universal design for learning: Meeting the needs of all students. *Asha Leader*.

Ratner, N.B., Parker, B., and Gardner, P. (1993). Joint book reading as a language scaffolding activity for communicatively impaired children. *Seminars in Speech and Language*, *14*, 296-313.

Rogers, M., and Myles, B. (2001). Using social stories and comic strip conversations to interpret social situations for an adolescent with Asperger syndrome. *Intervention in Schools and Clinics*, *36*(5), 310-314.

Schantz, C. (1981). The role of role-taking in children's referential communication. In W. Dickson (Ed.), Children's oral communication skills (pp. 85-102). New York: Academic Press.

Schmidt, J., Fleming, J., Ownsworth, T., and Lannin, N. (December 2012; Epub). Video feedback on functional task performance improves self-awareness after traumatic brain injury. *Neurorehabilitation*

and Neural Repair (Epub ahead of print). Smathers, S. (1959). Speech-play therapy: Journal of Speech and Hearing Disorders, 24, 59-61.

Walker, H. (2010). Evaluation rubric for iPod/iPad applications. Johns Hopkins University: Author.

Weiner, F. (1981). Treatment of phonological disability using the methods of meaningful minimal contrast: Two case studies. *Journal of Speech and Hearing Disorders, 46,* 97-103.

iPad Research Update

Banister, S. (2010). Integrating the iPod Touch in K-12 education: Visions and vices. *Computers in Schools*, *27*(2), 121-131.

Cihak, D., Fahrenkrog, C., Ayres, K., and Smith, C. (2009). The use of video modeling via a video iPod and a system of least prompts to improve transitional behaviors for students with autism spectrum disorders in the general education classroom. *Journal of Positive Behavior Interventions*. 12(2), 103-115.

Fernandes, B., (2011, June). iTherapy: The revolution of mobile devices within the field of speech therapy. *Perspectives on School-Based Issues, 12,* 35-40.

Fernandez-Lopez, A., Rodriguez-Foritz, M. J., Rodriguez-Almendros, M. L., Martinez-Segura, M., (2012). *Mobile learning technology based on iOS devices to support students with special education needs.* Information and Communication Technologies Centre of the University of Granada: Granada, Spain. (Picaa Program)

Flores, M., Musgrove, K., Renner, S., Hinton, V., Strozier, S., Franklin, S., Hill, D., (2012, June). A comparison of communication using the Apple iPad and picture-based system. *Augmentative and Alternative Communication*, 28(2), 74-84.

Garcia, E.R., and Freidman, A. (2011). "There's an App for That": A study using iPads in a United States History classroom. Paper for Wake Forest University Department of Education.

Heinrich, P. (2012). The iPad as a tool for education: A study of the introduction of iPads at Longfield Academy. Winchester, United Kingdom.

Herd, C., Epperly, R., and Cox, K., (2011). Technology: Clinical and technological innovations: Use of the Apple iPad in clinical supervision. *Perspectives on Administration and Supervision*, *21*, 112-116.

Marks, G., and Milne, J. (2008). iPod therefore I can: Enhancing the learning of children with intellectual disabilities through emerging technologies. *Readings in Education and Technology*, 165-175.

Melhuish, K. and Falloon, G. (2010). *Looking to the future: M---learning with the iPad*. Computers in New Zealand Schools: Learning, Leading, Technology, 22(3).

Van der Meer, L., Kagohara, D., Achmadi, D., Green, V., Herrington, C., Sigafoos, J., O'Reilly, M., Lancioni, G., Lang, Rl, and Rispoli, M. (2011). Teaching functional use of an iPod-based speech-generating device to individuals with developmental disabilities. *Journal of Special Education Technology*, 26(3), 1-12.

There is a very promising line of research happening in Scotland right now. The pilot is done, but more research will be happening. The link to that study is: http://www2.hull.ac.uk/ifl/ipadresearchinschools.aspx.