APPENDIX D

VALUE-ANNOTATED BIBLIOGRAPHY

A survey of college graduates and nongraduates with LD is conducted regarding their experiences in college and employment. Findings include the importance of acceptance and understanding of one’s disability,

Themes  Values
Assistive Technologies  Access, Accountability, Choice, Community, Identity
AT Adoption/Usage  Access
Quality of Life  Access, Community, Identity
Education  Fairness
Accommodations/Treatments  Access
Pride/Acceptance  Accountability, Empowerment, Identity
Self-Advocacy  Accountability
General Support Networks  Access, Accountability, Choice

This study discusses how issues of depression, low self-esteem, avoidance, and stress management impact the lives of dyslexic teenagers. Particular emphasis is given to the relationship with teachers and school and the implications for later success in life.

Themes  Values
Assistive Technologies  Community, Identity, Normalcy, Privacy, Trust
Quality of Life  Identity
Education  Accountability, Identity, Privacy
Self-Advocacy  Normalcy, Privacy
Embarrassment/Self-Loathing  Identity, Literacy, Normalcy
Invisibility/Disclosure  Community, Normalcy, Privacy
General Support Networks  Community
Support Failure  Normalcy, Trust

This article is a study of how adolescents react to a diagnosis of dyslexia. Interviews with students identified patterns of resistance, denial, coping, and acceptance.

### Themes Values

- **Assistive Technologies**
  - Access, Choice, Community, Empowerment, Identity, Normalcy
- **AT Adoption/Usage**
  - Fairness, Identity, Literacy, Normalcy, Privacy
- **Diagnosis**
  - Fairness, Identity, Literacy, Normalcy, Privacy
- **Quality of Life**
  - Choice, Empowerment
- **Education**
  - Identity, Literacy, Normalcy
- **Pride/Acceptance**
  - Identity, Literacy, Normalcy
- **Embarrassment/Self-Loathing**
  - Community, Identity, Literacy, Normalcy
- **Stigma**
  - Identity, Normalcy
- **General Support Networks**
  - Access, Community


This study interviewed four post-secondary students who had been identified as learning-disabled. The participants discuss the tension between that label and participating in an academic meritocracy. Issues of normalcy, class, identity, and disability policies are discussed.

### Themes Values

- **Assistive Technologies**
  - Access, Fairness, Literacy, Normalcy
- **Defining Disability**
  - Identity, Normalcy
- **Social Model**
  - Normalcy
- **Diagnosis**
  - Access, Fairness, Identity
- **Quality of Life**
  - Normalcy
- **Education**
  - Access, Literacy, Normalcy
- **Laws**
  - Access
- **Accommodations/Treatments**
  - Access, Fairness, Respect
- **Pride/Acceptance**
  - Identity
- **Embarrassment/Self-Loathing**
  - Choice, Normalcy, Respect


This book presents an analysis of how different societies treat people with disabilities and discusses the philosophies of the disability rights movement. Arguments are made against the views of disability as a tragedy and the segregation of the disabled voice from society, especially in regards to their treatment.

### Themes Values

- **Assistive Technologies**
  - Access, Accountability, Community, Empowerment, Respect
- **AT Adoption/Usage**
  - Accountability, Community, Empowerment, Respect
- **Defining Disability**
  - Community, Empowerment, Respect
- **Social Model**
  - Access, Accountability, Empowerment, Respect

This book presents a historical overview of inclusive education practices, including how disability models have shaped policy decisions.

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Cory’s thesis is about access to accommodations and the barriers that students with invisible disabilities face. Her work is also about the role of universities in providing these students a quality education. She includes discussions of disability policies, disability theories, acceptance of one’s disability, reasons for disclosing or not, opinions from peers and others, and personal stories of students with invisible disabilities.

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Interviews about assistive technologies with parents and teachers of young adults with severe cognitive disabilities highlight the past experiences and multiple issues of allowing students some ability to interact with others on their own while meeting the various needs of the user and relevant caretakers (family and teachers).

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Students with disabilities taking computer science courses were interviewed to identify successful inclusive teaching practices. 3 of 4 students were not registered with disability services due to personal choices that they were in charge of that decision. Students discussed if they considered themselves as disabled.

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Support Failure Accountability, Empowerment, Literacy, Respect


This paper discusses the development and early evaluation of a new AT to address specific weaknesses associated with reading disabilities. Design guidelines for addressing the strengths and weaknesses of dyslexic users are also included.

**Themes** | **Values**
--- | ---
Assistive Technologies | Access, Choice, Fairness, Literacy
Human Factors | Access
Medical Model | Access


Case studies of apparently successful high school graduates with dyslexia showed a history of negative experiences in their childhoods and education. Examples of mockery and mistreatment from peers and teachers are discussed. Ramifications of these experiences include self-doubt, difficulty trusting others, senses of isolation, and avoidance of situations where their dyslexia would evidently manifest itself.

**Themes** | **Values**
--- | ---
Assistive Technologies | Accountability, Community, Empowerment, Human Welfare, Identity, Normalcy, Respect, Trust
Quality of Life | Community
Education | Access, Accountability, Human Welfare, Literacy
Laws | Accountability
Embarrassment/Self-Loathing | Community, Identity, Literacy, Respect, Trust
Invisibility/ Disclosure | Empowerment, Identity, Normalcy, Trust
Stigma | Community, Human Welfare, Identity, Normalcy, Respect
General Support Networks | Accountability
Faculty Support | Accountability, Human Welfare, Identity, Normalcy, Respect, Trust
Family Support | Human Welfare, Identity, Normalcy


This thought piece about what assistive technologies for mild cognitive and learning disabilities might look like discusses additional concerns about fairness to others, over-reliance on a device, and when should an intervention be delivered.

**Themes** | **Values**
--- | ---
Assistive Technologies | Access, Fairness, Human Welfare, Identity, Literacy
Quality of Life | Access


The development and testing of a new AT to address specific deficits seen in reading-disabilities is framed as providing better access to reading for adults with dyslexia. A long-term usage study was also performed to understand the needs of the user population.

Surveys of highly and moderately successful adults with LDs are conducted to identify behavioral patterns that lead to vocational success. Self-advocacy, taking control of one’s disability, disclosure, and mentoring are key findings.


This treatise on labeling theory (how society identifies and reacts to minority populations and deviant groups) discusses the relationship between normalcy and stigma. Goffman also discusses the actions that a stigmatized person may take to better achieve normal interactions with others. Definitions of diability and the disabled community are also discussed.


The study in this article looks at 8th grade students in a remedial reading class and analyzes the various, deliberate tactics they use to resist being labelled as ‘remedial.’ Issues of race, identity, and choice are discussed.

This article presents results from a survey of disability specialists in regards to their views on supporting the transition of students with LD into the workplace and/or higher education.


In this discussion of the changing nature of the digital divide, the growing divide involving disabled users is discussed in detail along with other aspects of the divide.

Formulated from years of experience in disability services, this book is an overview of various human factors identified as important to AT adoption. Social aspects of ATs are an important highlight.

**Themes** | **Values**
--- | ---
Assistive Technologies | Access, Accountability, Choice, Identity, Respect
AT Adoption/Usage | Accountability, Choice, Human Welfare, Identity, Normalcy, Respect, Trust
Human Factors | Access, Choice, Normalcy, Respect, Trust
Quality of Life | Access
Laws | Accountability
Embarrassment/Self-Loathing | Respect
Stigma | Choice, Identity
General Support Networks | Identity
Support Failure | Accountability, Respect


This paper presents a framework for assistive technology adoption that focus on the collaboration of the multiple stakeholders involved in an assistive technology’s life cycle. Characteristics of these stakeholder groups and the communications between them are discussed.

**Themes** | **Values**
--- | ---
Assistive Technologies | Accountability, Choice, Community, Human Welfare, Normalcy, Respect, Trust
AT Adoption/Usage | Accountability, Community, Human Welfare, Normalcy
Social Model | Normalcy, Respect
Accommodations/Treatments | Accountability, Community
General Support Networks | Accountability, Community, Trust


This article provides an overview of the different digital literacies in existence today and the implications for students, success in life, and teaching.

**Themes** | **Values**
--- | ---
Assistive Technologies | Literacy, Normalcy
Diffusion/Adoption | Literacy, Respect
Quality of Life | Literacy
Education | Community, Literacy, Normalcy
Embarrassment/Self-Loathing | Normalcy
Stigma | Normalcy


This published article makes the following dyslexia joke: "Reading is fun... Dyslexics have more fnu."

**Themes** | **Values**
--- | ---
Assistive Technologies | Respect
Education | Community

These are two letters to the editor in response to the article by Zirkel (2000). The first criticizes Zirkel’s argument that some people buy the diagnoses and instead argues that wealthier communities have greater resources to identify and address LDs in early education. The second article agrees with Zirkel and adds that current accommodation policies depend on what is and is not classified as a disability. Test anxiety is provided as an example of a non-disability that could benefit from accommodations.


This book is an autobiography of a man born legally blind but who did actively hid his blindness until his early 30s. Kuusisto discusses his family’s denial, how he pretended to be able to see in childhood, his avoidance of using a white cane, and his struggle between being independent and relying on help from others.

This high-level, historical review of computer science efforts regarding disabilities since 1992 discusses issues of access, research communities, and the potential for technology to empower the lives of disabled users.

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Targeted towards people working in special education, this article reviews the Kurzweil 3000 software system. The variety of features is praised, although aspects of cost and licensing are criticized.

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This paper argues that being deaf is not a disability and is instead a language minority. Arguments about the social construction of disability, that disabilities are a bad thing, treatments for children born deaf, and social policy changes are discussed.

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A study of teenage girls and how they use communication technologies (phones, IM, etc.) to control their personal space and privacy. One study participant had dyslexia and actively avoided using instant messaging.
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This is an AT usage and abandonment study from Ireland. Key elements identified include user independence, involvement in selection process, and factors such as environment, income, and gender.

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Using perspectives from disability studies, this paper argues for greater usage of inclusive teaching practices in university education. Particular emphasis and discussion is given on the issue of disclosure for students with invisible disabilities. Student decisions, university policies, and teaching concerns are framed in relation to the medical and social models of disability.

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Support Failure Accountability, Community


This article is a case study of a young boy with a reading disability across four situations in which the knowledge of the boy’s RD by others varies. Demonstrates the impact of social and cultural aspects of how disability manifests in an individual and how a disabled person can live up or down to the expectations made by others.

**Themes** Values

- Assistive Technologies Community, Identity, Literacy, Normalcy, Respect
- AT Adoption/Usage Community, Normalcy
- Defining Disability Community, Normalcy
- Quality of Life Literacy
- Embarrassment/Self-Loathing Literacy, Normalcy
- Invisibility/Disclosure Community, Identity, Respect
- Stigma Community, Literacy, Normalcy, Respect
- General Support Networks Community, Identity, Respect
- Faculty Support Community, Identity, Respect
- Support Failure Identity


This book is both an autobiography of the author’s experience growing up with dyslexia and a travelogue about visiting others who are going or have gone through the special education system. Discussions of feelings of normalcy, belonging to communities, defining disability, and societies views towards disability are included.

**Themes** Values

- Assistive Technologies Access, Accountability, Choice, Community, Empowerment, Human Welfare,
  Identity, Literacy, Normalcy, Respect, Trust
- AT Adoption/Usage Access, Choice, Community, Empowerment, Fairness, Identity, Normalcy
- Defining Disability Choice, Community, Empowerment, Fairness, Identity, Normalcy
- Medical Model Community
- Social Model Community
- Quality of Life Empowerment, Human Welfare, Literacy
- Education Access, Empowerment, Literacy
- Laws Access, Accountability, Community, Respect
- Accommodations/Treatments Access, Fairness
- Pride/Acceptance Empowerment, Human Welfare, Normalcy
- Embarrassment/Self-Loathing Human Welfare, Identity, Literacy, Normalcy
- Invisibility/Disclosure Choice, Identity, Normalcy
- Stigma Identity, Literacy, Normalcy
- General Support Networks Empowerment, Human Welfare, Literacy, Respect, Trust
- Faculty Support Literacy, Respect
- Family Support Literacy, Trust

This survival guide for college students with LDs emphasizes working within the university community and culture to meet one’s individual needs to acquire a quality education. Discussions include notions of normalcy and difference, taking pride in one’s abilities, working with others (peers and teachers), and taking responsibility. Connecting with others with disabilities is also discussed.

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In proposing an approach for AT development different from universal design, this paper argues for great sensitivity and inclusion of user voices in the design process. Paper recognizes that the opinions of people with disabilities are as valid if not more so as other people.

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AT usage and abandonment survey that emphasizes importance of user involvement in selection and supporting user independence.

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Multiple life histories of adults with dyslexia who attend or attended higher education are analyzed regarding the how dyslexia shapes an individual’s sense of self. Identity issues, labelling, and accommodation strategies are discussed. How the adults define and frame dyslexia is related to strategies for success in life.

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<td>Pride/Acceptance</td>
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<td>Embarrassment/Self-Loathing</td>
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<td>Stigma</td>
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This article applies both a holistic and reductionistic lens to technologies for learning disabilities and discusses the need to go beyond remediation and instead embrace the user’s strengths and wants. Issues of the digital divide due to race, economic status, and disability are also discussed.

**Themes**

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<thead>
<tr>
<th>Values</th>
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<tbody>
<tr>
<td>Assistive Technologies</td>
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<tr>
<td>Medical Model</td>
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<td>Social Model</td>
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<td>Education</td>
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<td>Laws</td>
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<td>Self-Advocacy</td>
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An analysis of a 1993 symposium on ATs for LDs highlights various factors the attendees viewed as important. This includes concerns about ethics, socialization, remediation versus accommodation, respect of different cultures and opinions, and independence.

**Themes**

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<td>Medical Model</td>
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This AT adoption and abandonment study highlights important of the user’s involvement in the selection process and how rehabilitation practices draw on a medical model view in which the expert knows best.

<table>
<thead>
<tr>
<th>Themes</th>
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<tbody>
<tr>
<td>Assistive Technologies</td>
<td>Choice, Human Welfare, Respect</td>
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<tr>
<td>AT Adoption/Usage</td>
<td>Choice, Human Welfare</td>
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<tr>
<td>Diffusion/Adoption</td>
<td>Choice</td>
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<tr>
<td>Medical Model</td>
<td>Choice, Human Welfare, Respect</td>
</tr>
<tr>
<td>Quality of Life</td>
<td>Human Welfare</td>
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This seminal book is about the sociology behind technology adoption. Community drives technology diffusion but adoption and usage ultimately comes down to decisions by the interested party.

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<tbody>
<tr>
<td>Assistive Technologies</td>
<td>Trust</td>
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<tr>
<td>Diffusion/Adoption</td>
<td>Choice, Community</td>
</tr>
<tr>
<td>Support Failure</td>
<td>Trust</td>
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This case study of a young man with Tourette’s syndrome discusses how a disability can be an integral part of one’s identity and that treatment can have serious implications on one’s sense of self.

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<tr>
<td>Assistive Technologies</td>
<td>Choice, Human Welfare, Identity, Normalcy</td>
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<tr>
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This book places emphasis on how choosing the right device can remove limitations for a person with a disability. Aside from the repercussions of the disability, other difficulties can include difficulty with achieving happiness, finding
employment, and socializing with others. How disability affects one’s identity and relationships with others is a major focus as well.

Themes | Values
--- | ---
Assistive Technologies | Access, Empowerment, Fairness, Human Welfare, Identity, Normalcy, Respect, Trust
AT Adoption/Usage | Access, Empowerment, Fairness, Human Welfare, Identity, Normalcy
Defining Disability | Fairness, Identity, Normalcy
Medical Model | Access, Identity
Quality of Life | Empowerment, Fairness, Human Welfare, Identity, Respect
Laws | Access
Accommodations/Treatments | Access, Human Welfare, Identity
Pride/Acceptance | Identity
Stigma | Normalcy, Respect
General Support Networks | Identity
Family Support | Identity


This paper discusses applying universal design to instruction in higher education. The discussion includes specific tactics, aspects of the university community, and implications for accommodation policies.

Themes | Values
--- | ---
Assistive Technologies | Access, Community, Fairness, Literacy
AT Adoption/Usage | Community, Fairness
Social Model | Access, Community
Quality of Life | Access
Education | Access, Community, Fairness, Literacy, Respect
Accommodations/Treatments | Community, Fairness
Invisibility/Disclosure | Fairness
General Support Networks | Access, Literacy
Faculty Support | Access


This technology biography is of a young, blind woman discussing the technologies she uses in her life. She describes her desire to fit into the sighted world smoothly and to avoid calling attention to her blindness.

Themes | Values
--- | ---
Assistive Technologies | Access, Choice, Empowerment, Privacy
AT Adoption/Usage | Access, Choice, Privacy
Self-Advocacy | Choice, Empowerment
Embarrassment/Self-Loathing | Choice, Normalcy
This research article is about language classifiers for improving the effectiveness of spellcheckers for dyslexic users due to the different nature of their misspellings. Much of the terminology is negative (likely unintentionally) towards dyslexia and people with the condition. A strong example is in the title with the word ‘cope.’

**Themes**  
- Assistive Technologies  
- Embarrassment/Self-Loathing

**Values**  
- Normalcy, Respect

This study presents an analysis of factors that lead to success in adulthood for people with LDs. While challenges persisted into adulthood, success is possible with acceptance of disability and use of support systems.

**Themes**  
- Assistive Technologies  
- Social Model  
- Quality of Life  
- Pride/Acceptance  
- Self-Advocacy  
- Embarrassment/Self-Loathing  
- General Support Networks  
- Faculty Support  
- Family Support

**Values**  
- Community, Empowerment, Human Welfare, Trust  
- Human Welfare  
- Community, Human Welfare  
- Human Welfare, Identity  
- Empowerment, Human Welfare  
- Identity  
- Community, Empowerment, Trust  
- Community  
- Community  
- Human Welfare, Privacy, Trust

Sixteen Greek university students with dyslexia are interviewed regarding their experiences with dyslexia, life, and higher education. Discussions include negative childhood experiences, the benefits of successes outside of school settings, feelings pre- and post-diagnosis, and disclosure to others (intentional or not).

**Themes**  
- Assistive Technologies  
- AT Adoption/Usage  
- Diagnosis  
- Quality of Life  
- Education  
- Accommodations/Treatments  
- Self-Advocacy  
- Embarrassment/Self-Loathing  
- Invisibility/Disclosure  
- General Support Networks  
- Faculty Support

**Values**  
- Access, Accountability, Choice, Human Welfare, Identity, Literacy, Normalcy, Privacy, Trust  
- Choice, Empowerment, Identity, Normalcy, Privacy  
- Identity, Normalcy  
- Access, Choice, Identity, Normalcy  
- Privacy  
- Choice, Empowerment, Privacy  
- Accountability, Trust  
- Literacy, Normalcy, Respect  
- Choice  
- Human Welfare, Privacy, Trust  
- Privacy

This article argues for greater recognition of different abilities on college campuses. Achieving this is framed in terms of environmental, social, and community factors. Safety and feelings of inclusion are specifically highlighted.

### Themes Values

- **Assistive Technologies**  
  Community, Human Welfare, Respect
- **Social Model**  
  Community
- **Quality of Life**  
  Community, Human Welfare, Respect
- **Education**  
  Access, Community, Human Welfare
- **Pride/Acceptance**  
  Access, Respect
- **General Support Networks**  
  Community
- **Faculty Support**  
  Community


In one of the author biographies, the author states that he is glad that he is not dyslexic as a joke since he has several titles with very similar acronyms.

### Themes Values

- **Assistive Technologies**  
  Normalcy, Respect
- **Education**  
  Trust
- **Pride/Acceptance**  
  Respect
- **Embarrassment/Self-Loathing**  
  Normalcy
- **Stigma**  
  Normalcy, Respect
- **Faculty Support**  
  Respect


This paper discusses dyslexia among adults using a framework of different kinds of failure. Failure is considered at a system (community) level, as a social construction, public versus private, in terms of family and support systems, and as a personal concept.

### Themes Values

- **Assistive Technologies**  
  Access, Accountability, Community, Identity, Literacy, Normalcy, Privacy, Respect
- **AT Adoption/Usage**  
  Community, Identity
- **Defining Disability**  
  Community
- **Social Model**  
  Normalcy
- **Diagnosis**  
  Community, Identity
- **Quality of Life**  
  Literacy
- **Education**  
  Access, Accountability, Empowerment, Identity, Normalcy
- **Pride/Acceptance**  
  Community, Identity
- **Embarrassment/Self-Loathing**  
  Literacy, Normalcy, Respect
This overview of AT abandonment emphasizes the importance of the end user’s opinions and needs.

**Themes**

- Assistive Technologies
- AT Adoption/Usage
- Support Failure

**Values**

- Access, Choice, Empowerment, Human Welfare, Trust
- Choice
- Access, Empowerment, Human Welfare, Trust

This newspaper article is about a woman and her conflicts with Medicare to get an augmented communication device. Multi-purpose technologies such as a computer are required to be stripped of functionality according to current policies, so she purchased an iPhone out of her own pocket due to the desire to have multifunctionality.

**Themes**

- Assistive Technologies
- AT Adoption/Usage
- Diffusion/Adoption
- Human Factors
- Quality of Life
- Laws
- Support Failure

**Values**

- Access, Accountability, Choice, Community, Empowerment, Fairness
- Access, Choice, Community, Empowerment
- Community
- Access, Choice
- Access
- Access, Accountability, Choice, Community, Fairness
- Access, Community

Adults with physical disabilities (both developmental and acquired) are surveyed in regards to how they view their disabilities. Discussions of regret, wanting a cure, advantages, and disadvantages are included.

**Themes**

- Assistive Technologies
- AT Adoption/Usage
- Defining Disability
- Quality of Life
- Accommodations/Treatments
- Embarrassment/Self-Loathing

**Values**

- Choice, Community, Fairness, Human Welfare
- Empowerment, Fairness, Human Welfare, Identity
- Fairness, Human Welfare, Identity
- Choice, Community, Fairness, Human Welfare
- Empowerment, Fairness
- Human Welfare

This interview study looks at the intersection of disability and queerness and how they influence the development of identity in adult women.
Appendix D

Themes     Values
Assistive Technologies  Community, Identity, Normalcy
AT Adoption/Usage       Access, Identity
Defining Disability     Access, Identity
Pride/Acceptance        Empowerment, Identity, Normalcy
Embarrassment/Self-Loathing  Normalcy
Invisibility/Disclosure  Identity
Stigma                 Community, Identity, Normalcy

A seminal history of the self-advocacy movement in the 1970s by people with cognitive disabilities (generally more severe than the RDs/LDs in my work). Topics of discussion include forming a community, receiving respect, and who makes decisions about care.

Themes     Values
Assistive Technologies  Access, Accountability, Choice, Community, Empowerment, Identity, Normalcy, Respect
AT Adoption/Usage       Empowerment
Defining Disability     Empowerment
Quality of Life          Empowerment
Accommodations/Treatments Choice, Empowerment
Self-Advocacy           Access, Accountability, Choice, Community, Empowerment, Identity, Normalcy, Respect
Embarrassment/Self-Loathing  Community
General Support Networks Community, Empowerment, Respect

This opinion article raises concern about providing accommodations to college students with learning disabilities. Criticisms of current policies include the extra responsibility placed on instructors, the use of resources, the legitimacy of benefits of some accommodations, and fairness to other students. A clear distinction is made between other disabilities such as physical disabilities versus learning-disabilities.

Themes     Values
Assistive Technologies  Accountability, Fairness, Respect, Trust
AT Adoption/Usage       Access, Accountability, Fairness, Respect, Trust
Diagnosis               Access, Accountability, Fairness, Respect, Trust
Education               Accountability, Fairness
Laws                    Accountability, Fairness, Respect, Trust
Accommodations/Treatments Access, Accountability, Fairness, Respect, Trust
Support Failure          Trust

This opinion article raises concern about the legitimacy of learning disability diagnoses among college students.
Arguments (without citations) are made that an increasing number of false positives are due to wealthier parents gaming the system in order for their children to reap the benefits associated with accommodations. Current legal policies and cases (circa 2000) are mostly criticized for their leniency. The author encourages professors and higher institution to more proactively question and probe LD diagnoses.

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