Broad & Newstrom, (1992). *Transfer of Training.* Reading, MA: Perseus Books.

Bugaj, C.R. & Norton-Darr, S. (2010). *the practical (and fun) guide to assistive technology in public schools.* Eugene, OR: International Society for Technology in Education.

Gladwell, M. (2002). *The Tipping Point*. Boston: Back Bay Books.

Johnson, K.L., Dudgeon, B. Kuehn, C. & Walker, W. (2007). Assistive Technology Use Among Adolescents and Young Adults With Spina Bifida*. American Journal of Public Health, 97*(2), 1-7.

Joyce, B., & Showers, B. (2002). *Student achievement through staff development* (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Maccini & Gagnon. (2005).Mathmetics and Technology Based Interventions. In *Handbook of special education technology research and practice*. Edyburn, D., Higgins, K., & Boone, R. (Eds). Whitefish Bay, WI: Knowledge by Design, p. 599-622.

O’Dwyer, L. M., Russell, M., & Bebell, D. J. (2004). Identifying teacher, school and district characteristics

associated with elementary teachers’ use of technology: A multilevel perspective.

*Education Policy Analysis Archives*, *12*(48), 1–33.

Prigogine, I. & Stengers, I. (1984). *Order out of chaos*. New York: Bantam Books.

Sitco, M.C., Laine, C.J., & Sitko, C. (2005). Writing tools: Technology and strategies for struggling writers. In *Handbook of special education technology research and practice*. Edyburn, D., Higgins, K., & Boone, R. (Eds). Whitefish Bay, WI: Knowledge by Design, p. 599-622.

Schwartz, J.M. & Begley, S. (2002). *The Mind and the Brain: Neuroplasticity and the power of mental force.* New York: Harper Collins.

Showers, B. (1982). *Transfer of training: The contribution of coaching*. Eugene, OR: Centre for

Educational Policy and Management.

Strangman, N., & Dalton, B., (2005). Using technology to support struggling readers: A review of the research. . In *Handbook of special education technology research and practice*. Edyburn, D., Higgins, K., & Boone, R. (Eds). Whitefish Bay, WI: Knowledge by Design, p. 599-622.

Taylor, S.E. et.al. (2000). Female responses to stress: Tend and befriend, not fight or flight. *Psychological Review* 107,3, 411-429.

Truesdale, W. T. (2003). The implementation of peer coaching on the transferability of staff development

to classroom practice in two selected Chicago public elementary schools. *Dissertation Abstracts International*, *64*(1), 3923. (University Microfilms No. 3112185)

Wellman,B., & Garmston, R. (1999). The Adaptive School: Developing and Facilitating Collaborative Groups. Norwood, MA: Christopher-Gordon Publications

Wells, G.L. & Petty, R.E. (1980\_. The effects of overt head movements on persuasion. *Basic and Applied Social* **Psychology** 1, 3, 219-230.

Wheatley, M. (1997). *Leadership and the New Science*. San Francisco: Berrett-Koehler Publishers, Inc.