

References

- Beneventi, H., Tønnessen, F. E., Ersland, L., & Hugdahl, K. (2010). Executive working memory processes in dyslexia: Behavioral and fMRI evidence. *Scandinavian Journal of Psychology*, *51*(3), 192-202. <https://doi.org/10.1111/j.1467-9450.2010.00808.x>
- Burne, B., Knafelc, V., Melonis, M., & Heyn, P. C. (2011). The use and application of assistive technology to promote literacy in early childhood: A systematic review. *Disability and Rehabilitation: Assistive Technology*, *6*(3), 207-213. <https://doi.org/10.3109/17483107.2010.522684>
- Cole, G. (2021, December 8). *The evolution of speech recognition technology*. TechRadar. <https://www.techradar.com/news/the-evolution-of-speech-recognition-technology>
- Duchateau, J., Kong, Y. O., Cleuren, L., Latacz, L., Roelens, J., Samir, A., Demuynck, K., Ghesquière, P., Verhelst, W., & Hamme, H. V. (2009). Developing a reading tutor: Design and evaluation of dedicated speech recognition and synthesis modules. *Speech Communication*, *51*(10), 985-994. <https://doi.org/10.1016/j.specom.2009.04.010>
- Higgins, E.L., & Raskind, M.H. (1995). Compensatory effectiveness of speech recognition on the written composition performance of postsecondary students with learning disabilities. *Learning Disability Quarterly*, *18*(2), 159-174. <https://doi.org/10.2307/1511202>
- Higgins, E.L., & Raskind, M.H. (2004). Speech recognition-based and automaticity programs to help students with severe reading and spelling problems. *Annals of Dyslexia* *54*(2), 365-388. <https://doi.org/10.1007/s11881-004-0017-9>

Higgins, E. L., & Zvi, J. C. (1995). Assistive technology for postsecondary students with learning disabilities: From research to practice. *Annals of Dyslexia*, 45(1), 123-142.

<https://doi.org/10.1007/BF02648215>

IBM. (n.d.). *IBM Shoebox* [photograph].

https://www.ibm.com/ibm/history/exhibits/specialprod1/specialprod1_7.html

International Dyslexia Association. (2002, November 12). *Definition of dyslexia*.

<https://dyslexiaida.org/definition-of-dyslexia/>

Parette, H. P., & Peterson-Karlan, G. R. (2010). Using assistive technology to support the instructional process of students with disabilities. *Current issues and trends in special education: Research, technology, and teacher preparation* (pp. 73-89). Emerald Group Publishing Limited. [https://doi.org/10.1108/S0270-4013\(2010\)0000020008](https://doi.org/10.1108/S0270-4013(2010)0000020008)

Paz, Z. (n.d.) *Speech to text for students with disabilities, apps, tools, and software*. LD

Resources Foundation. Retrieved August 1, 2022, from <https://www.ldrfa.org/speech-to-text-apps-tools-and-software/>

Raskind, M. H. & Higgins, E. (1999). Speaking to read: The effects of speech recognition technology on the reading and spelling performance of children with learning disabilities.

Annals of Dyslexia, 49(1), 251-281. <https://doi.org/10.1007/s11881-999-0026-9>

Roemmele, B. (2017, January 8). *The 1987 voice first doll: Julie by Worlds of Wonder commercial* [Video]. YouTube. https://youtu.be/ewu_NBUHePU

- Shadiev, R., & Huang, Y. (2016). Facilitating cross-cultural understanding with learning activities supported by speech-to-text recognition and computer-aided translation. *Computers and Education*, 98, 130-141. <https://doi.org/10.1016/j.compedu.2016.03.013>
- Shadiev, R., Wu-Yuin Hwang, Chen, N., & Yueh-Min, H. (2014). Review of speech-to-text recognition technology for enhancing learning. *Journal of Educational Technology & Society*, 17(4), 65-84. <https://www.proquest.com/scholarly-journals/review-speech-text-recognition-technology/docview/1660156882/se-2>
- Spicer, D. (2021, June 9). *Audrey, Alexa, Hal, and more*. Computer History Museum. <https://computerhistory.org/blog/audrey-alexa-hal-and-more/>
- Summa Linguae Technologies. (2021, June 18). *Speech recognition software: Past, present, and future*. Summa Linguae. <https://summalinguae.com/language-technology/speech-recognition-software-history-future/>