2011-2012 Synergy Grants

**Project Title:** Promoting Independence through Assistive Technology

**Project Personnel:**
Emily Bouck, Purdue University  
Gulnoza Yakubova, Purdue University  
Whitney Wolpert, Jefferson High School

**Project Description:** Promoting Independence through Assistive Technology is a collaboration between faculty and graduate students in the special education program and a teacher of students with moderate intellectual disabilities at Jefferson High School. The focus is to increase the independence of students with moderate intellectual disabilities in everyday functional tasks through the use of low-cost, easy to use assistive technology. Specifically, students will be using audio recorders to promote independence in grocery shopping and using public transportation—both important aspects of students’ current educational programs as well as future life skills.

**Project Title:** Lifting the Invisibility Cloak: A Collective Case Study of Gifted/ADHD Girls

**Project Personnel:**
Marcia Gentry, Purdue University  
Matt Fugate, Purdue University  
Sally Miller, West Lafayette Community School Corporation

**Project Description:** We seek to identify approximately 6 girls with characteristics of ADHD and giftedness in grades 7 and 8 for in depth study of their academic and social experiences, the challenges and benefits they identify associated with giftedness and ADHD, and how they cope with these challenges and the attributes associated with ADHD and giftedness. Almost all of the literature on ADHD is focused on boys, and girls, particularly gifted girls with ADHD, face a different, more subtle set of challenges, which are intensified during adolescence. Findings could help teachers, counselors, parents, and the girls themselves navigate the challenges and opportunities of the combination of these two conditions.

**Project Title:** Classroom-Based Technology Integration: Scaffolding Technology-Enhanced Learning for Leaders in America (STELLA)

**Project Personnel:**
Minchi Kim, Purdue University  
Doug Hauser, Lafayette Tecumseh Junior High School
**Project Description:** In response to the National Science Education Standards (National Research Council, 1996, 2000), considerable research has been conducted to promote student problem solving in science classrooms. For instance, during the past decade, significant resources have been invested in developing technology-enhanced science learning environments and contextualizing teaching practices to address students’ specific interest and problem. Recent studies have indicated that students experience challenges when using technology to address complex problem solving. However, little research has been conducted to investigate the roles of technology-enhanced scaffolds when jointly employed with teacher and student scaffolds to promote scientific problem solving in everyday classrooms. The purpose of this project is to examine how technology-, peer-, and technology-enhanced scaffolds influence students’ inquiry in problem-based, middle school science classes.