

Annotated Bibliography

Parodi, Giuliana. "EARLY CHILDHOOD AND DISABILITY, SOME PRELIMINARY REFLECTIONS." *Rivista Internazionale Di Scienze Sociali*, vol. 117, no. 3/4, 2009, pp. 571–92. JSTOR, <http://www.jstor.org/stable/41625244>. Accessed 13 Feb. 2026.

This source provides information about the importance of early investment in children with disabilities, particularly within the social and emotional aspects of disability. It discusses how early childhood education of disability positively impacts long-term social inclusion. I thoroughly enjoyed this source because it also provided context of the responsibility of the government in funding pro-disability initiatives, and the financial limitations that are placed on the families. I selected this source because it connects disability, policy, and economic impacts that affect this community. I felt that this was vital knowledge that I should know before I enter a creator space so that I can do the most good.

Linkiewich, Delane et al. "Parental autonomy support in relation to preschool aged children's behavior: Examining positive guidance, negative control, and responsiveness." *Clinical child psychology and psychiatry* vol. 26,3 (2021): 810-822. doi:10.1177/1359104521999762

This source provides information about how parental behaviors influence the development of autonomy in preschool-aged children. It discusses how parental investment in children's autonomy positively affects their confidence and overall development. I selected this source because understanding autonomy development is essential when studying and innovating for early childhood development, particularly for children who need additional support. One limitation of this source is that it is not specified for disabled children where personalized development can vary. That being said, it emphasizes how community contributes a huge portion in child development and how important it is that we invest time and money in these areas.

Faccioli, Silvia et al. "Evidence-based management and motor rehabilitation of cerebral palsy children and adolescents: a systematic review." *Frontiers in neurology* vol. 14 1171224. 25 May. 2023, doi:10.3389/fneur.2023.1171224

This source provides information about recommended rehabilitation approaches for children and adolescents with cerebral palsy. It emphasizes that for motor rehabilitation to be most effective it must be individualized and involve active participation from the child. Like many of these sources, this guided my modifications and how I thought about utilizing the car. It clearly outlines best practices for therapeutic devices and demonstrates the importance of tailoring treatment to both the needs of the child and family environment. For example, adjustments that can be made if the child needs an IV pole, easier turning mechanism, or upper body support.

Camtasia. "Follow These 7 Steps to Make a Great Tutorial Video." YouTube, YouTube, 7 Sept. 2021, www.youtube.com/watch?v=QyCIXOpJGcE.

This was a very valuable source for the recording and editing process of my instructional video. It provided me with good tips and tricks when trying to give a good tutorial, particularly in the video format. This included camera angles, microphone placement, lighting, voiceover, visual stimulus. It also allowed me to get a template on blocking out and organizing my video to be as motivating and compelling as possible so that the product I am promoting can further be produced. One limitation of this source is that it assumed that the tutorial was being produced from YouTuber/social media standpoint as well as playlist type layout, instead of a single academically educational video.

Parette, Howard P. "Assistive Technology Devices and Services." *Education and Training in Mental Retardation and Developmental Disabilities*, vol. 32, no. 4, 1997, pp. 267–80. JSTOR, <http://www.jstor.org/stable/23879197>. Accessed 13 Feb. 2026.

This source provides information about a policy statement supporting the use of assistive technology devices and services for individuals with developmental disabilities. It contextualizes the potential of assistive technology to increase independence and improve quality of life across a multitude of communities. I selected this source because it connects assistive technology with policy, funding, and the inherent interdisciplinary nature of the collaboration that this field requires. I felt that this was an essential component to understanding disability services that I was going to be partaking in. One limitation of this source is that it is a dated source which allows for some inaccuracies when referencing the policy and technology of the time.

Wisniewski, Lech, and Robert Sedlak. "Assistive Devices for Students with Disabilities." *The Elementary School Journal*, vol. 92, no. 3, 1992, pp. 297–314. JSTOR, <http://www.jstor.org/stable/1001982>. Accessed 13 Feb. 2026.

This source provides information about a wide range of assistive devices designed to support students with sensory, physical, health, speech, and learning disabilities. It examines environmental factors that contribute to handicaps and how modern devices can be used to rehabilitate functions. The article highlights how these technologies promote inclusion by allowing students to participate in mainstream settings. I selected this source because it gives concrete examples of tools that directly support student learning and social participation. I found this source useful because it clearly categorizes devices by type of disability and educational function, making it easy to understand their applications. This ultimately guided my brainstorm of my adaptive design and process.

"Self-Paced Learning for Fusion." Autodesk, 2016, www.autodesk.com/learn/ondemand/collection/self-paced-learning-for-fusion.

This source provides a collection of self-paced video lessons and instructional guides for Fusion 360, covering tools from beginner to advanced levels. I selected this source because, although we learn Auto CAD in the CTE Engineering curriculum through the “Learn Fusion in 30 Days” YouTube playlist, I wanted and needed to expand my Fusion 360 skills to create a detailed 3D model of my adaptations effectively. I found this source useful because it offers structured, progressive modules that can reinforce the fundamentals of Fusion 360 and further my technical skills.

Mehta, Aanand. “Magical Motors ‘How to Modify a Ride-On Vehicle.” Google Drive, Aanand Mehta, 2023.

This source has been a great source of inspiration and guidance when it comes to my capstone. I have used this as a possibility of what my capstone could look like and the different directions I could take it. This allowed me to get a sense of how I would be able to share my creation with Child Life Specialists and what my modifications could potentially look like. This was also a great way to get a little bit of context that surrounded my capstone project and get documented results of the insane impact and joy these technologies bring, considering that the adaptive car technology is a thing that continues to be studied by researchers around the world.

SparkFun Electronics. SparkFun Inventor’s Kit Guidebook - v4.1. SparkFun Electronics, Inc.

This source was one that we used in my electrical engineering course that I took last year. It is a progressive guidebook that provides project instructions for the SparkFun Inventor’s Kit that is used to teach us about circuits and electrical engineering as a whole. I found this source useful because it provided me with fundamental knowledge of circuits that I needed to complete the electrical components of the car. For instance, what wires I needed to cut, how to test the voltage and electricity flow of the car, and how to solder new components for my modifications. One limitation of this source was that it focuses primarily on SparkFun hardware, so using varying components required some adjusting but the basics did translate over.

Last, Suzan. “7.7 Writing instructions.” Technical Writing Essentials, 1 Jan. 2019, pressbooks.bccampus.ca/technicalwriting/chapter/writinginstructions.

This source provides guidance on how to write clear, effective instructions, including structure, language choice, and audience considerations. I selected this source because it gives me a good insight to how to accurately explain my process so that it can be recreated which is a huge part of STEM research and the heart of my capstone. It also allowed me to see the difference between the level of detail that is needed for instructional video and instructions. One limitation of this source was that it primarily

focused on general technical writing rather than adaptive technology specific documentation.