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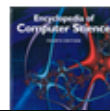
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**JACM** [Journal of the ACM \(JACM\)](#)

The [Journal of the ACM \(JACM\)](#) provides coverage of the most significant work on principles of computer science, broadly construed. The scope of research covered encompasses contributions of lasting value to any area of computer science. To be accepted, a paper must be judged to be truly outstanding in its field. JACM is interested in work in core computer science and in work at the boundaries, both the boundaries of subdisciplines of computer science and the boundaries between computer science and other fields.

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**JDIQ** [Journal of Data and Information Quality \(JDIQ\)](#)

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**SIGAda** [Special Interest Group on Ada Programming Language](#)

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**SIGAI** [Special Interest Group on Artificial Intelligence](#)

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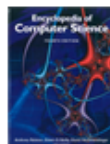
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IEEE and ACM are pleased to announce that the IEEE Transactions on Audio, Speech, and Language Processing and the ACM Transactions on Speech and Language Processing will be published jointly as the IEEE/ACM Transactions on Audio, Speech, and Language Processing, starting January 2014. Papers from the new Transactions will appear in both IEEE Xplore and the ACM Digital Library. Publication will be managed by IEEE as a hybrid journal, allowing either traditional or open access manuscript submission. The new journal welcomes novel contributions in all areas covered by the two journals, which includes audio, speech, and language processing and the sciences that support them.

For more information on the new journal, see [IEEE TASLP](#). For new submissions, go to <http://mc.manuscriptcentral.com/sps-ieee>

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Announcements

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Adaptive computer assisted instruction (CAI) for students with dyscalculia (learning disability in mathematics)

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A. Brunda, J. Bhavithra

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Keywords: adaptive e-learning, dyscalculia, e-learning, educational software, learning disability (LD), multi dimensional learning algorithm

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Authors: [Gretchen L. Robertson](#) GR Consulting Services, Arlington, Virginia
[Deborah Hix](#) [Virginia Tech Department of Computer Science,](#)
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Little research has been conducted on how to teach computer skills to developmentally disabled adults. A head counselor at a home for mentally retarded adults, who served as the inspiration for this article, was an enthusiastic personal computer user who tried to share computer instruction with home residents. Efforts at using commercial applications designed for young children were unsuccessful. Residents briefly watched the counselor use the applications, then lost interest. Staff members had neither the time nor the user interface background to investigate which applications and user interaction design factors might make computers accessible to home residents. In this article, we describe our empirical investigation of computer use among moderately developmentally disabled individuals.

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Making the computer accessible to mentally retarded adults

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Authors: [Gretchen L. Robertson](#) GR Consulting Services, Arlington, Virginia
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Making the Computer Accessible to Mentally Retarded Adults

GRETCHEN L. ROBERTSON AND DEBORAH HIX

Little research has been conducted on how to teach computer skills to developmentally disabled adults. A head counselor at a home for mentally retarded adults, who served as the inspiration for this article, was an enthusiastic personal computer user who tried to share computer instruction with home residents. Efforts at using commercial applications designed for young children were unsuccessful. Residents briefly watched the counselor use the applications, then lost interest. Staff members had neither the time nor the user interface background to investigate which applications and user interaction design factors might make computers accessible to home residents. In this article, we describe our empirical investigation of computer use among moderately developmentally disabled individuals. We investigated the input devices preferred, and the user interaction design issues to be considered when designing or selecting applications for this population.

Most research on computer use by the mentally retarded falls into two general categories: Computer science literature discusses advanced assistive technologies, such as eye-blink technologies and speech synthesizers, but does not address usability of commonly available devices for mentally retarded persons without severe physical limitations. Education and psychology literature describes use of computer technology in special education settings, focusing on teaching techniques rather than usability.



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