

Publications

1. Hay, S., Beamish, W., & Chambers, D. (Eds.). (2025). *Advancing inclusive education for students with special educational needs: Rethinking policy and practice*. Frontiers. <https://www.frontiersin.org/research-topics/60592/advancing-inclusive-education-for-students-with-special-educational-needs-rethinking-policy-and-practice>
2. Tatpuje, D., Jadhav, V., Chambers, D., Shewale, R., & Ganbote, A. (2025). Study on the parameters of inclusive social entrepreneurship. *Asia-Pacific Journal of Management Research and Innovation*, in press.
3. Chambers, D. (2025). Inclusive practices. In A. Ashman & S. Poed (Eds.), *Education for inclusion and diversity* (7th ed.; pp. 124-156). Pearson.
4. Gallup, J. L., Chambers, D., Perihan, C., & Crotteau, T. (2025). Exploring AI in special education with a qualitative study: AI and special education preservice teachers. In A. Walters (Ed.), *Transforming special education through artificial intelligence* (pp. 355-378). IGI Global. <https://doi.org/10.4018/979-8-3693-5538-1.ch013>
5. Chambers, D., & Mendes, R.H. (2024). Inclusive education in Brazil: The potential of technology to facilitate inclusive practice. In S. Romero-Contreras, I. Garcia-Cedillo, & L. M. Moreno-Medrano (Eds.), *Intercultural and inclusive education in Latin America* (International Perspectives on Inclusive Education, Vol. 24; pp. 33-44.). Emerald Publishing Limited. <https://doi.org/10.1108/S1479-363620240000024003>
6. Mead, C., Lavery, S., & Chambers, D. (2024). Characteristics of a Josephite approach to education evident in the leadership practices of principals and their leadership teams. *British Journal of Religious Education*, 1–14. <https://doi.org/10.1080/01416200.2024.2405728>
7. Forlin, C., & Chambers, D. (2024). Implementation of home-schooling: Parents' practices and processes. *Education Sciences*, 14(5), 450. <https://doi.org/10.3390/educsci14050450>
8. Outtrim, M., Lavery, S., & Chambers, D. (2023). Encouraging female teachers to become principals in Catholic secondary schools in Western Australia. *Issues in Educational Research*, 33(4), 1532-1547. <https://www.iier.org.au/iier33/outtrim.pdf>
9. Forlin, C., Chambers, D., & Banks, J. (2023). Developing a scale to measure the diversity of motivations and practices of home-schooling. *Educational Review*, 1-14. <https://doi.org/10.1080/00131911.2023.2229067>
10. Banks, J., Forlin, C., & Chambers, D. (2023). Home-schooling in the Republic of Ireland. *British Journal of Special Education*, 50(3), 394-402. <https://doi.org/10.1111/1467-8578.12468>
11. Forlin, C., & Chambers, D. (2023). Is a whole school approach to inclusion really meeting the needs of all learners? Home-schooling parents' perceptions. *Education Sciences*, 13(6), 571 – 583. <https://doi.org/10.3390/educsci13060571>
12. Chambers, D., & Varoglu, Z. (2023). *Revised guidelines on the inclusion of learners with disabilities in open and distance learning (ODL)*. UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000387981>
13. Chambers, D. (2022). The nature of inclusion in the Asia-Pacific. In W. Beamish & M. Yuen (Eds.), *The inclusion for students with special educational needs across the Asia Pacific: The changing landscape*. (pp. 3-21). Springer.
14. Chambers, D., & Okinda, R. (2022, September). Supporting institutions to utilise assistive technology in ODL to enhance learning of trainees with disability in low-income countries. *Tenth Pan-Commonwealth Forum on Open Learning (PCF10)*, Calgary, Canada. <https://doi.org/10.56059/pcf10.3337>

15. Chambers, D., & Lavery, S. (2022). International service learning: Benefits, challenges and experiences of pre-service teachers. *Asia-Pacific Journal of Teacher Education*, 50(5), 498-514.
<https://doi.org/10.1080/1359866X.2022.2050355>
16. Chambers, D., & Varoglu, Z. (2022). *The inclusion of learners with disabilities: Guidelines on emergency movement to online and distance learning*. UNESCO.
<https://unesdoc.unesco.org/ark:/48223/pf0000380661.locale=fr>
17. Chambers, D.J., Jones, P. J., Reese, L., & Wilcox, C. (2022). Teachers' perspectives of what works: Implementation of AT for students with disabilities. *Assistive Technology*, 34(3), 352-361.
<https://doi.org/10.1080/10400435.2020.1826597>
18. Chambers, D., & UNESCO. (2022). *Briefing paper: Accessible open educational resources (OER)*.
<https://unesdoc.unesco.org/ark:/48223/pf0000380471>
19. Patrick, C.J., Chambers, D., Lloyd, K., & Andersen, L. (2021). Service-Learning as an approach to work-integrated learning. In S. Ferns, A. Row, & K. Zegwaard (Eds.), *Advances in research, theory and practice in work-integrated learning: Enhancing employability for a sustainable future* (pp. 157-166). Taylor & Francis.
20. Chambers, D., & Forlin, C. (2021). An historical ethnography of the enactment of Rawl's Theory of Justice as applied to the education of learners with disability in Western Australia. *International Journal of Inclusive Education*, 1-18. <https://doi.org/10.1080/13603116.2021.1941322>
21. Chambers, D., & Forlin, C. (2021). An historical review from exclusion to inclusion in Western Australia across the past five decades: What have we learnt? *Education Sciences*, 11(119), 1-15.
<https://doi.org/10.3390/educsci11030119> or <https://doi.org/10.3390/books978-3-0365-1730-8>
22. Chambers, D. (2020). Assistive technology supporting inclusive education: Existing and emerging trends. In D. Chambers (Ed.), *Assistive technology to support inclusive education* (pp. 1-16). Emerald Publishing.
23. Forlin, C., & Chambers, D. (2020). *Diversity and inclusion and special education*. In Oxford Research Encyclopedia of Education. Oxford University Press. doi:
<https://doi.org/10.1093/acrefore/9780190264093.013.1214>
24. Bennett, C. A., Gallup, J., Chambers, D., & Ray, B. (2020). Designing inclusive STEM learning experiences for adolescents with autism spectrum disorder: Leveraging robotics to support discourse. In D. Chambers (Ed.), *Assistive technology to support inclusive education* (pp. 125-140). Emerald Publishing Limited. <https://doi.org/10.1108/s1479-363620200000014006>
25. Jadhav, V., Chambers, D., & Tatpuje, D. (2020). Low-tech assistive technology to support students with disability in low-income countries. In D. Chambers (Ed.), *Assistive technology to support inclusive education* (pp. 37-50). Emerald Publishing Limited. <https://doi.org/10.1108/s1479-363620200000014006>
26. Chambers, D. J. (2019). *Assistive technology to enhance inclusive education*. Oxford Research Encyclopedia of Education. <https://doi.org/10.1093/acrefore/9780190264093.013.155>
27. Chambers, D. J., & Campbell, S. (2019). Common and assistive technology to support people with specific learning disabilities to access healthcare. In C. M. Hayre, D. Muller & M. Scherer (Eds.), *Everyday technologies in healthcare* (pp. 109-122). CRC Press.
<http://dx.doi.org/10.1201/9781351032186-7>
28. Dally, K. A., Ralston, M. M., Strnadová, I., Dempsey, I., Chambers, D., Foggett, J., Paterson, D., Sharma, U., & Duncan, J. (2019). Current Issues and Future Directions in Australian Special and Inclusive Education. *Australian Journal of Teacher Education*, 44(8), 57-73. <https://ro.ecu.edu.au/ajte/vol44/iss8/4>
29. Chambers, D. J., & Coffey, A. (2019). Transition to middle school using universal design for learning

- principles. *Improving Schools*, 22(1), 29–42. <https://doi.org/10.1177/1365480218817984>.
30. Chambers, D. J., Jones, P., McGhie-Richmond, D., Riley, M., May-Poole, S., Orlando, A. M., Simsek, O., & Wilcox, C. (2018). An exploration of teacher's use of iPads for students with learning support needs. *Journal of Research in Special Educational Needs*, 18(2), 73–82. doi: 10.1111/1471-3802.12394.
 31. Chambers, D., Jones, P., & Riley, M. (2017). Belonging and the relationship to whole schooling: Introduction to themed issue. *International Journal of Whole Schooling*, 13(1), 1-3.
 32. Forlin, C., & Chambers, D. (2017). Catering for diversity: Including learners with different abilities and needs in regular classrooms. In R. Maclean (Ed.), *Life in schools and classrooms: Past, present and future* (pp. 555-571). Springer Publishing. https://doi.org/10.1007%2F978-981-10-3654-5_33
 33. Chambers, D., & Lavery, S. (2017). Introduction to service-learning and inclusive education. In S. Lavery, D. Chambers & G. Cain (Eds.), *Service-learning: Enhancing inclusive education* (pp. 3-20). Emerald Publishing.
 34. Chambers, D. (2017). Changing attitudes of pre-service teachers towards inclusion through service-learning. In S. Lavery, D. Chambers & G. Cain (Eds.), *Service-learning: Enhancing inclusive education* (pp. 195-214). Emerald Publishing.
 35. Chambers, D., Varoglu, Z., & Kasinskaite-Buddeberg, I. (2016). *Learning for all: Guidelines on the inclusion of learners with disabilities in open and distance learning*. UNESCO. <https://unesdoc.unesco.org/search/N-EXPLORE-b7e230f7-1ade-49f9-bbda-2bbd947672c4>
 36. Deppeler, J. M., Forlin, C., Chambers, D., Loreman, T. J., & Sharma, U. (2016). Equity and Quality: Inclusive Education in Australia for Students with Disabilities. In J. Deppeler, & D. Zay (Eds.), *Inclusion Through Shared Education* (pp. 63-81). (Inclusive Education and Partnerships). Deep University Press.
 37. Main, S., Chambers, D., & Sarah, P. (2016). Supporting the transition to inclusive education: Teachers' attitudes to inclusion in the Seychelles. *International Journal of Inclusive Education*, DOI:10.1080/13603116.2016.1168873.
 38. Deppeler, J., Forlin, C., Chambers, D., Loreman, T., & Sharma, U. (2015). Egalité et qualité en éducation inclusive en Australie: Le cas des élèves en situation de handicap [Equality and quality in inclusive education in Australia: The case of students with disabilities]. *Recherches & Éducatives*, 14(2) 49-64.
 39. Chambers, D. (2015). The changing nature of the roles of support staff. In D. Chambers (Ed.), *Working with teaching assistants and other support staff for inclusive education* (pp. 3-25). Emerald Group Publishing. <https://doi.org/10.1108%2Fs1479-363620150000004001>
 40. Chambers, D., & Berlach, R. (2015). Assistive technology and teaching assistants. In D. Chambers (Ed.), *Working with teaching assistants and other support staff for inclusive education* (pp. 219-239). Emerald Group Publishing. <https://doi.org/10.1108%2Fs1479-363620150000004011>
 41. Loreman, T., Forlin, C., Chambers, D., Sharma, U., & Deppler, J. (2014). Conceptualising and measuring inclusive education. In C. Forlin & T. Loreman (Eds.), *Measuring inclusive education*, (pp. 3-18). Emerald Group Publishing. <https://doi.org/10.1108%2Fs1479-363620140000003015>
 42. Chambers, D. J. (2014). Pre-service teacher reflections on inclusive experiences: Themes and considerations. In P. Jones (Ed.), *Bringing insider perspectives into inclusive teacher learning: Potentials and challenges for educational professionals* (pp. 57-69). Routledge.
 43. Chambers, D., & Coffey, A. (2013). Development of a mobile-optimised website to support students with special needs transitioning from primary to secondary settings. *Australasian Journal of Special Education*, 37 (Special Issue 1), 79-91. <https://doi.org/10.1017%2Fjse.2013.6>
 44. Forlin, C. I., Chambers, D. J., Loreman, T., Deppler, J., & Sharma, U. (2013). *Inclusive education for*

students with disability: A review of the best evidence in relation to theory and practice.

http://www.aracy.org.au/publications-resources/command/download_file/id/246/filename/Inclusive_education_for_students_with_disability_-_A_review_of_the_best_evidence_in_relation_to_theory_and_practice.pdf

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48. Forlin, C., & Chambers, D. (2011). Teacher preparation for inclusive education: Increasing knowledge but raising concerns. *Asia-Pacific Journal of Teacher Education*, 39(1), 17-32. <https://doi.org/10.1080%2F1359866x.2010.540850>
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52. Forlin, C., & Chambers, D. (2003). Bullying and the inclusive school environment. *The Australian Journal of Teacher Education*, 28(2), 11–23. <https://doi.org/10.14221/ajte.2003v28n2.2>

Presentations

1. Chambers, D. (2024, 5 September). Des English Memorial Lecture: The Place of Technology in Special and Inclusive Education. Invited Keynote. *Australian Association of Special Education National Conference*, 4-6 September, Perth, Western Australia.
2. Chambers, D. (2024, 7 August). *Designing for accessibility: Building inclusive programs* [Online]. Empowering Women and Girls Project, Commonwealth of Learning. <https://youtu.be/aqtjqUoCn98?si=yqOJE1dLJbiGsCw1>
3. Chambers, D. (2024, 3 August). *Assistive technology to support students with disability and their teachers*. 2nd Hiroshima University D&I and NISE Joint Conference: Technology to Support Special and Inclusive Education. Hiroshima University, 3 August, Higashi-Hiroshima, Japan.
4. Chambers, D., & Coffey, A. (2023, 12 July). *Supporting students with disability in their transition to middle school*. Presented at 2023 DISES International Roundtable July 12-14, in Bangalore, India.
5. Chambers, D. (2022, 16 November). *Accessible (or Inclusive) Open Education Resources*. Creative Commons Certificate [Webinar].
6. Chambers, D. (2022, 14 September). *Opening plenary - Promoting equity and inclusion*. Tenth Pan-Commonwealth Forum on Open Learning: Forum Theme: Innovations for Educational Resilience, Commonwealth of Learning, September 14-16, Calgary, Canada.

7. Chambers, D., & Okinda, R. (2022). *Supporting institutions to utilise assistive technology in ODL to enhance learning of trainees with disability in low-income countries*. Pan-Commonwealth Forum on Open Learning, 14-16 September, Calgary, Canada.
8. Chambers, D., & Gallup, J. (2022, 14 July). *Using robotics to support social learning for adolescents with autism spectrum disorder*. ICCHP – AAATE Conference, July 11-15, Lecco, Italy.
9. Chambers, D. (2022, June). *Learning for ALL: Guidelines on the inclusion of learners with disabilities in open and distance learning (revised)*. National Seminar Workshop on Policy Formation and Adoption of IOER for Philippine Education, UNESCO and Hewlett Foundation, June 3-4. [Online].
10. Chambers, D. (2022, May). *The guidelines on ODL for persons with disabilities*. Digital Competency Tools and Open Educational Resources (OER) for Mongolia, UNESCO Beijing. May 20, [Online].
11. Chambers, D. (2022, May). *Key discussant*. Using EdTech to Support Children with Visual and/or Hearing Difficulties in the East Asia and Pacific Region, World Bank, May 11, [Online].
12. Chambers, D. (2022, February). *Assistive technologies and digital tools to support inclusive practices in the classroom*. Zero Project - Digital Technologies in Inclusive Education, Brazil. February 25, [Online].
13. Chambers, D. (2022, January). How open and distance learning (ODL) including OER can be a game changer for PWD? OER Dynamic Coalition Webinar Act. Area 3: Encourage quality, inclusive and accessible OER. UNESCO [Webinar]. <https://www.unesco.org/en/unesco-media/25770/lightbox?hub=785>
14. Chambers, D. (2021, 8 July). Learning for all: Guidelines on the inclusion of learners with disabilities in open and distance learning. Presentation at the Ensuring inclusion of learners with disabilities in open and distance learning in Central Asian and the Southern Caucasus states [Webinar]. <http://old.unesco.kz/publications/2021/ci/odl/Agenda&Brief-Eng.pdf>
15. Santillana, H., Tait, A., Treviranus, J., Chambers, D., & Bhattacharjee, V. (2020, 3 December). *Disability inclusive response for COVID-19 through open and distance learning* [Webinar]. <https://events.unesco.org/event?id=762896541&lang=1033>
16. Patrick, C.J., Chambers, D., Lloyd, K., & Andersen, L. (2020). *The future of service learning in Australia*. ACEN (Australian Collaborative Education Network) WIL Virtual Summit – Beyond 2020: Creating the Future with WIL, 27 & 28 October. <https://acen.edu.au/summit-program/>
17. Gallup, J., Bennett, C., Chambers, D., & Perihan, C. (2020). *Coding with Ozobots as a conduit for creating soft-skills in stem classrooms for individuals with disabilities*. CEC 2020 Convention & Expo, Feb 4-8. Portland, Oregon.
18. Coffey, A., Lavery, S., Chambers, D., & Cain, G. (2019, November). *Exploring the relationship between service-learning and the development of leadership skills in early adolescents*. Paper presented at the Service-Learning Summit Gold Coast, Australia.
19. Chambers, D., Lavery, S., Cain, G., & Coffey, A. (2019, November). *Why service-learning? A tapestry of service-learning experiences in ITE*. Paper presented at the Service-Learning Summit Gold Coast, Australia.
20. Chambers, D., & Coffey, A. (2019, September). *Including students with special needs in middle years transition using universal design for learning (UDL) principles*. Paper presented at the AASE National Conference, Hobart, Tasmania, Australia.

21. Chambers, D. J., Jones, P., Reese, L., & Wilcox C. (2019, June). *Teachers experiences of successful implementation of assistive technology*. Paper presented at DISES International Conference. Montego Bay, Jamaica.
22. Chambers, D. (2019, March). *Future of education in a diverse world*. Presentation at St Joseph's Private Primary and Secondary Schools. Kuching, Malaysia.
23. Chambers, D. (2019, March). *Child safety and protective behaviours*. Presentation at St Joseph's Private Primary and Secondary Schools. Kuching, Malaysia.
24. Chambers, D. (2019, March). *Inclusive education workshop*. Presentation at St Joseph's Private Primary and Secondary Schools. Kuching, Malaysia.
25. Chambers, D. J. (2019, January). *Using assistive technology to support learning differences in the classroom*. Public Lecture presented at the University of Saint Joseph, Macau.
26. Chambers, D. J., Jones, P.J., Reese, L., & Wilcox, C. (2018). The AT implementation process through teacher perspectives. *41st TED-CEC Conference: Against the Odds*, November 6-9, 2018. Las Vegas, Nevada.
27. Chambers, D. (2018). *Including students with special needs in middle years transition using UDL principles*. Presentation at Council for Exceptional Children, Division of International Special Education (DISES). 3-5 July, Cape Town, South Africa.
28. Chambers, D. J. (2018, March). Panel speaker: Lifelong learning. *First National Virtual Disability Conference 2018*. <http://virtualdisability.conferenceworks.com.au/type/panel-speaker/>
29. Chambers, D. (2017). *Inclusion in education*. Keynote presented at ASEACCU 2017 conference - Catholic Educational Institutions and Inclusive Education: Transforming Spaces, Promoting Practices, Changing Minds. 24 – 27 August, Assumption University, Bangkok.
30. Chambers, D. (2017). *AT training for teachers in SE Asian countries*. Presented at the World Health Organisation GREAT Summit, 3-4 August, Geneva, Switzerland. Retrieved from www.who.int
31. Chambers, D. (2017). *AT training for paraprofessionals*. Presented at the World Health Organisation GREAT Summit, 3-4 August, Geneva, Switzerland. Retrieved from www.who.int/
32. Chambers, D. (2017). *Using assistive technology to support students who struggle in the classroom*. Presentation at University of Notre Dame Australia 4th Biennial School of Education Conference. Fremantle, Australia, 29-30 January.
33. Chambers, D. (2017). *The place of inclusion in education*. Public Lecture presented at the University of the Philippines, Cebu, 18 January.
34. Chambers, D. (2016). The future of teacher education. Presentation at the *International Conference on Future of Teacher Education*, Savitribai Phule Pune University, Pune, India, 12-13 February.
35. Chambers, D. (2015). Special education practice across Australia. Presentation at the *Current Practice and Future Needs of Australian Special Education Teachers Symposium*, University of Newcastle, NSW, 15-17th November.
36. Chambers, D. (2015). Selecting the right technology. Presentation at the *FutureSchools Expo*, Australian Technology Park, Sydney, NSW, 11-13 March.
37. Chambers, D. (2015). Teacher educator's perspectives on global citizenship education. Presented at the *UNESCO Forum on Global Citizenship Education*, 28-30 January, Paris, France.

38. Chambers, D. (November, 2014). Development of guidelines on the inclusion of students with disabilities in open and distance learning (ODL) using open solutions. Presentation at *UNESCO conference: From Exclusion to Empowerment: The Role of ICTs for Persons with Disabilities*, 24-26 November, New Delhi, India.
39. Chambers, D., & Coffey, A. (November, 2014). Employing a mobile-optimised website to support the transition of students with special needs from primary to secondary settings. Poster presentation at the *Asia Pacific Educational Research Association International Conference 2014*, 19-21 November, Hong Kong.
40. Chambers, D., Jadhav, V., Tatpuje, D., Peiris, M. G., Almocera, L., Kanta Pangen, S., & Han, H. (October, 2014). Technology for all – Nothing is impossible. Presentation at the 17th *UNESCO-APEID International Conference: The Powerhouses of Education: Teachers for the Future We Want*, 29-31 October, Bangkok, Thailand.
41. Chambers, D. (September, 2014). Using assistive technologies to support all learners. Presentation at the *Catholic Education Office Early Years to Year 10 Curriculum Conference*, 1- 2 September 2014, Perth, WA.
42. Chambers, D. (July, 2014). *Use of iPads by teachers of students with special needs – An international study*. Presentation at *WAIER Forum*, 26 July, Perth WA.
43. Chambers, D. (2014). ABCs of behaviour. Paper presented at the *International Workshop on Innovative Practices in Inclusive Education and Challenging Behavior*, 2 March, University of Pune, Pune, India.
44. Chambers, D., Jones, P., & Riley, M. (2013). *iPads in the classroom: An international perspective*. Paper presented at *OCALICON 2013*, 20-22 November, Columbus, Ohio.
45. Chambers, D. (2013). The iPad experience: The role of the educator. Paper presented at the *2013 WA Early Childhood Education & Care Conference*, 26-27 October, Perth, Western Australia.
46. Chambers, D. (2013). Paraprofessionals' perceptions of efficacy when facilitating the use of assistive technology and what this means for the classroom. Paper presented at the *13th Biennial Conference of the International Association of Special Education*, 7-11 July, Vancouver, BC, Canada.
47. Chambers, D. (2013). AT and the TA – Easy to use assistive technology to support students with special needs in maths. Paper presented at the *UNDA Making the Australian Curriculum Come Alive: English and Mathematics Conference*, 31 January – 1 February, Perth Western Australia.
48. Chambers, D. (2012). Assistive technology and education assistants' special needs - Perceptions of efficacy and use in the classroom. Paper presented at the *Western Australian Institute for Educational Research (WAIER) Forum*, '[Transforming practice: The value of educational research](#)', 11 August, Perth, WA.
49. Chambers, D., & Coffey, A. (2012). *Moving on up: Development of a responsive website to support the transition of students with special needs from primary to secondary settings*. Paper presented at the Joint 2012 AASE/TPA Conference, 'Ethical Leadership for All', 11 – 13 July, Hobart, Tasmania.
50. Chambers, D. (2012). *Service-learning and special education: Participants' self-evaluation of changes in beliefs about inclusive practice after service-learning experiences*. Paper presented at the American Association of Colleges for Teacher Education (AACTE) 64th Annual Meeting and Exhibits, 'Imagine the Impact: Providing a Learning Journey for All', 17 – 19 Feb, Chicago, USA.
51. Chambers, D. (2011). *Designing assistive technology training for paraprofessionals*. Paper presented at the 12th Biennial International Association of Special Education (IASE) Conference, 10 – 14 July, Windhoek, Namibia.

52. Chambers, D. (2011). *Assistive technology for mathematics*. Paper presented at the Inaugural Maths Conference, 31 January and 1 February, University of Notre Dame Australia, Perth, Western Australia.
53. Chambers, D. (2009, August). *Assistive technology and education assistants*. Paper presented at the Inaugural More Than Gadgets: Assistive Technology Tools for Access and Learning Conference, Perth, W.A.