**Abstract**

When reading science text, children need to infer connections that may not be explicit. Presenting text in digital format with annotation supports relieves some of the cognitive load that may hinder the inferential comprehension of texts for students with comprehension deficits. Science texts are particularly difficult, as the content may not be within the knowledge repertoire of a reader. In addition, many schools are implementing e-texts and digital tablets as part of instruction. Little is known about how these interfaces affect the understanding of what students with autism spectrum disorder read. Research indicates it may serve a scaffolding role for students with reading comprehension deficits by providing cognitive strategy supports that are not available in paper-based formats. The purpose of this study was to teach the TWA strategy to students with high functioning autism spectrum disorder in grades six through the use of digital text and annotation software, as a means of making the curriculum more accessible to students who may not be able to mark up grade level paper-based textbooks or authentic science text used in the classroom. When used in this way, the TWA strategy in a digital form provides a learning tool that serves as an accommodation that allows greater access to the curriculum for this population.

**Awards**

Andrew Hashey and Dane DiCesare were awarded the S. David Farr Scholarship that supports students conducting research on technology and learning. This is the second time both have won this award.

Tara Kaczorowski was awarded the Leroy and Margaret H. Callahan Scholarship that supports students pursuing research and/or development activities in the teaching-learning of mathematics at the pre-secondary school level of instruction.

A special congratulation to Tara Kaczorowski who was selected as a recipient of the Chancellor’s Award for Student Excellence. This special award honors students who have best demonstrated and have been recognized for their integration of academic excellence with leadership, athletics, career achievement, community service, or creative and performing arts. This is the highest ward that can be given to any SUNY student. We are very proud of Tara.