Article 1 Reflection

Disproportionality in Special Education: Effects of Individual and School Variables on Disability Risk.
(Amanda L. Sullivan – University of Minnesota and Aydin Bal – University of Wisconsin-Madison)
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2013 Council for Exceptional Children

Decades of literature and awareness still has not lessened the number of African American and Native Americans in special education programs. The root of problem dates back to slavery, segregation and the creation of the constitution. As long as the Education System in American functions under Eurocentric beliefs and values, the problem will continue to persist for decades. One difference revealed in this article than others which focuses on disproportionality, is the very matter of fact statement which reads: “disproportionality may result more from social differences than from learning problems because of the influence of nonacademic factors in risk of identification.”

Article 2 Reflection

NAEP Provides Vehicle for Study of Read-Aloud Option

Testing supports are subject of debate
By Christina A. Samuels Vol. 33, Issue 26, Page 15

According to a study of about 2,000 California 4th and 8th graders who were given the National Assessment of Educational Progress, or NAEP, in 2013, reflected a boost in scores when teachers read aloud a reading-comprehension test to students with disabilities and English-language learners. The findings were presented to the assessment-development committee of the National Assessment Governing Board, an independent body that sets policy for NAEP. Cary Sneider, the vice chairman of the committee and an associate professor of research methodology at Portland State University in Oregon, said the committee favors read-aloud accommodations on other portions of the test, such as in math. But reading aloud the reading test shifts it to a listening test, he said. "The test is on the ability to read written language," he said.
has said that reading aloud reading passages will not be allowed for English/language arts tests in grades 3-5, but will be permitted in middle and high school, because the tests for older students are considered to be measuring more than just the ability to independently access text. Educators must be very careful when deciding on modifications and accommodations, so that we don't cripple the potential of special needs children.

**Article 3 Reflection**

Published Online: March 10, 2014
Published in Print: March 13, 2014, as New Tools Evolve to Address Autism

**Digital Assessments Evolve for Students With Autism**

Digital assessments for students with autism have progressed with the help of tablets and a plethora of apps that address social skills

By Michelle R. Davis

Students with autism are tested electronically by adaptive assessments that adjust the level of difficulty of questions based on how students are answering them and the assessments and activities are standards-based. Assistive technologies for students with autism have progressed with the help of iPads, tablets, and a plethora of apps that address learning, social skills, and communication, according to experts. Experts say that students with autism are often drawn to technology, and an abundance of high-tech tools and apps have been produced in recent years to help with everything from communication to academics. A family found out with the use of ipads that his son knew the four seasons. Technology has the capability to reveal many other skills. "Technology is being used to monitor programs, to ensure consistency, and to look at accountability,". Not everyone is on board with technology and prefers the tradition method of assessment, however technology is evolving and educators must become more receptive because with live in a digital society.
Article 4 Reflection

Understanding Dysgraphia 2012
By: International Dyslexia Association

Dysgraphia is the condition of impaired handwriting. Impaired handwriting can interfere with learning to spell words in writing and speed of writing text. Children with dysgraphia may have only impaired handwriting, only impaired spelling (without reading problems), or both impaired handwriting and impaired spelling. Orthographic coding refers to the ability to store written words in working memory while the letters in the word are analyzed or the ability to create permanent memory of written words linked to their pronunciation and meaning. Children with dysgraphia do not have primary developmental motor disorder, another cause of poor handwriting, but may have difficulty planning sequential finger movements such as the touching of the thumb to successive fingers on the same hand without visual feedback. Children with dysgraphia may have difficulty with both orthographic coding and planning sequential finger movements. Initially, children with impaired handwriting benefit from activities that support learning to form letters:

- playing with clay to strengthen hand muscles;
- keeping lines within mazes to develop motor control;
- connecting dots or dashes to create complete letter forms;
- tracing letters with index finger or eraser end of pencil;
- imitating the teacher modeling sequential strokes in letter formation; and
- copying letters from models.

It is never too late during the school age years to provide interventions to improve a student's deficient skills and provide appropriate accommodations.

Article 5 Reflection

The Facts on Charter Schools and Students with Disabilities
By: Elaine Mulligan, National Dissemination Center for Children with Disabilities (NICHCY)

Charter schools are public elementary and secondary schools, just as traditional neighborhood schools are. Charter schools have existed in the United States for about 20 years, beginning with state legislation in Minnesota in 1991. In the 2010-2011 school year, there were 5,275 authorized charter schools nationwide.
People start charter schools for a variety of reasons. According to the first-year report of the National Study of Charter Schools, the three reasons most often mentioned for starting a charter school are to:

- realize an educational vision
- gain autonomy
- serve a special population

Charters claim high academic standards, small class size, and innovative approaches to teaching and learning. State laws often grant charter schools some freedom from meeting certain state or local education regulations or policies. However, charter schools must follow all federal laws that apply to any other public school. A charter school is a public school. There are state-specific rules around who can start a charter, who oversees the charter, and how the funding flows, and they are responsible for serving students with disabilities in keeping with state law and the charter school’s status as an LEA or a school of an LEA.

Describe: My analysis of these articles has reassured my perspectives of education as an ever evolving industry. This knowledge has enhanced my knowledge as an educational diagnostician.

Analyze: a. The importance of staying abreast of issues and concerns is apparent. These articles have enhanced and defined my skills in recommending and adapting instruction.
b. My desired position as a future independent contractor will enable me to fulfill my mission as a life-long learner.
c. My experiences and previous knowledge has been enhanced by my education, research in the articles I have reviewed, and direct on the job training with special education children.

Appraise: My findings are very beneficial because technology and special education issues are being revolutionized.

Transform: a. Insights I have gained include a heightened awareness of new procedures and research.
b. My future plans are directly on target with the need to provide quality, individualized, education services for special needs citizens and increase parent and community involvement.