

Reflective Annotated Bibliography

Student Name

Course

Institution Affiliation

Instructor

Date of Submission

Bibliography Entry

Sharon Vaughn “What is special about special education for students with learning disabilities” Review of the journal of the Special Education Vol 37/NO 3/2003/PP. 140-147.

Author and source information

Dr. Sharon Vaughn works at the University of Texas in Austin as the chair in education and executive director of the Meadows Center. She was the chief editor and co-editor of the journal of Learning with Disabilities Practice and Research. (Vaughn, 2021)

“What is special education for students with learning disabilities” Review of the journal of special education Vol 37/NO 3/2003/PP: 140-147 is an academic and peer-reviewed article. Dr. Sharon Vaughn is depicted as a credible writer and finds effective interventions for students with learning disabilities. Dr. Sharon Vaughn's report has proved to be resourceful as the other sources who research and write about special education cite her work.

Precis

The author summarizes what was perceived historically as 'special' for special education and the effectiveness of the special education instructions for students with disabilities in the modern world. Furthermore, the author refers to an article about "implications of improving special education practice” goes on to explain the essential features of effective special education, i.e., the impact of the monitoring program, providing straightforward and organized instructions, comprehending the analytical factor relating in academic areas, teaching the students with disabilities in small groups with many chances to practice and get feedback (Kang & N. Martin, 2021). Additionally, the author discusses a model, "model for primary, secondary and tertiary involvement," that integrates normal and special education for the students with

disabilities. On page 145, the author states, "For students with LD, we propose a systematic, tiered instructional approach that links general and special education. This model capitalizes on existing research in instruction, instructional grouping, and duration." In conclusion, the author affirms that for a student with a learning disability to improve, the teacher should identify the gap, progress is monitored relative to this gap, and intensive action is provided.

Reflection

Sharon Vaughn's article "What is special about special education" lacks enough statistics, facts, and experiments to back all the findings in the article. The author's findings based on Mr. Good and Kaminski's model for Assessment for instructional decisions in the article are pretty vague. The article cannot prove much as it is based on unfounded statements (R. H. III & R. A, 1996). Additionally, the author mentions monitoring progress as one of the essential features of special education. However, the author does not give insights into how an instructor can assess and monitor students with disabilities.

Furthermore, the practices mentioned by the author do not accommodate linguistically and culturally diverse students. When it comes to special education instruction response, it targeted the students as a whole but not as students with a diverse background. As depicted in the article "Cultural Identity and Special Education Teachers," cultural and linguistics diverse students with disabilities are placed inappropriately in the special education program. Overrepresentation of students of diverse cultures and languages with learning disabilities is seen in the country. The author should have come up with programs and learning instructions that are culturally competent to cater to students with disabilities of diverse languages and cultures.

(Salas & J. López, 2016)

Quotables

"How is special education for students with learning disabilities "special"? One way to approach this question is to review the intervention and descriptive studies of instruction and services for students with learning disabilities (LD) and report how special education provides a differentiated and appropriate education for students" (141)

"In summary, professionals interested in providing the most effective special education for students with LD initially used psycholinguistic and underlying process models to identify LD and to attempt to develop cures" (144)

"Recent research has suggested that the most productive model for improving outcomes for students with LD is one in which students' instructional gaps are identified, progress relative to these gaps is monitored, and explicit and intensive intervention is provided." (145)

References

- Blankenship, D. (2021). The Reflective Annotated Bibliography: A Tip Sheet for Critical Reading & Writing., from <https://blogs.baruch.cuny.edu/eng2150sp16kta/files/2016/02/ReflectiveAnnotatedBib.pdf>
- Kang, D., & N. Martin, S. (2021). Improving learning opportunities for special education needs (SEN) students by engaging pre-service science teachers in an informal experiential learning course. *Asia Pacific Journal of Education*, 38(3).
- R. H. III, G., & R. A, K. (1996). Assessment for instructional decisions: Toward a proactive/prevention model of decision-making for early literacy skills. *APA Psycarticles*, 326–336. Doi: <https://doi.org/10.1037/h0088938>
- Vaughn, D. (2021). What is special about special education for students with disabilities? *THE JOURNAL OF SPECIAL EDUCATION*, 37, 140-147.
- Salas, L., & J. López, E. (2016). Cultural Identity and Special Education Teachers. *Journal Of The American Academy Of Special Education Professional*, 47-53. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1139164.pdf>