Annotated Bibliography
Ashley Pittman
Focus: Business Education

Article 1 – IEP Process:

Mason, C. Y., McGahee-Kovac, M., & Johnson, L. (2004). How to help students lead their iep
meetings. *Teaching Exceptional Children*, 36(3), 18-24. Retrieved from ProQuest
Education Journals. (Document ID Number: 201150603).

The authors of this article address the teacher's perspective of preparing students for active
participation in the Individual Education Program (IEP) meetings. Because simply inviting a
student to attend their IEP meeting does not actually get the student involved, teachers need to
understand procedures that get the student involved, assess the students interests and opinions,
and increase student knowledge of the process in general. This preparation for student
involvement should occur prior to the student's IEP meeting. Ideally, students should lead their
own IEP meetings at an early age (elementary level); however, this is not always possible or has
not occurred before the student reaches high school.

To prepare a student for maximum participation in their IEP meetings, "teachers should schedule
a minimum of four to six sessions over a period of several weeks" (Preparing for the IEP
Meeting Section, p. 19). Students should be ready to discuss postsecondary goals and ways to
achieve those goals, current performance and understanding of course material, strengths and
weaknesses, and legal rights and accommodations that are afforded to them. The authors suggest
a step-by-step process to prepare a student of high school age to lead an IEP meeting: teach
students their rights; discuss assessment goals and how to achieve them; assess students strengths
and needs by enlisting input from teachers, family, and student; review an actual IEP if the
student does not already have one or review the current IEP; and have the student practice
leading a mock IEP meeting.

The authors noted that this process has gained several positive results in building self-advocacy
and self-determination as well as increasing parent involvement. As a pre-service teacher, I have
learned that students need to be an active part of their own learning process and IEP meetings.
The IEP process should be more of a collaborative effort between the student and the IEP team.
The step-by-step process included in this article includes easy ways to learn how to help students
at any age understand the process of the IEP and to take advantage of the meetings to further
their education. I plan to utilize this information to better assist my students in learning the IEP
process and leading their own IEP meeting so that they are more self-determined.

Article 2 – Characteristics:

Flint, L. J. (2001). Challenges of identifying and serving gifted children with adhd. *Teaching Exceptional Children*, 33(4), 62-69. Retrieved from ProQuest Education Journals. (Document ID Number: 201146457).

General education teachers are teaching students with multitudes of learning styles and abilities. But what characteristics demonstrate the need for Attention Deficit Hyperactivity Disorder and/or gifted assessment? The author of this article addresses the identification and support needed by students with ADHD, student who are gifted, and those who demonstrate characteristics of both. "Making a correct diagnosis is not simple; it requires that educators and other professionals make thorough evaluations for both giftedness and ADHD" (Cramond, 1995; Lovecky, 1994; Ramirez-Smith, 1997; as cited by Flint, 2001, p. 63). Definitions and descriptions of the different forms of overexcitability, as well as characteristics of behavior associated with attention-deficit disorder (ADD), attention-deficit hyperactivity disorder (ADHD), high psychomotor behavior are addressed in this article so that teachers can be aware of the behaviors demonstrated by their students in the classroom. When teachers understand the characteristics that students are displaying, they can ask for assessment of that student in order to gain appropriate education support.

The author addresses many ways that teachers can help students with ADHD, ADD, and ADHD plus giftedness perform better in the classroom and become better achievers. Teachers can create lessons on organization and study skills, have students talk openly about their goals and work with them to achieve these goals, and create contracts and award systems to promote learning and good behavior. The same lessons that help these students can be used in the general education or technical education classroom to assist all students. I plan on using the knowledge of identifying the needs of students in my classroom to further differentiate lessons for all students and to assist in the Individual Education Programs or Student Support Teams that my students may already have or need.

Article 3 – Strategies/Intervention

Haber, G., & Sutherland, L. (2008). The four a's of managing the placement and service of
students with disabilities in the cte classroom, 31(1-3), 4-8. Retrieved from
http://specialpopulations.org/Whole_Journal/JVSNEVol31%20-%201-3_Fall08_1-
56_Complete.pdf

Career and Technical Education (CTE) teachers, generally, have large numbers of students with special needs in their classroom. As a response to mandatory inclusion of students with disabilities in public and private schools as well as in the general education classroom, some schools have been using CTE courses as an easy compliance. Despite the perceived "dumping" of students with disabilities into the CTE classroom, "the outcomes for students with disabilities are shown to be better for employment, earnings, and overall academic success if their secondary education includes CTE" (Harvey, 2001; Wonacott, 2001; as cited by Haber & Sutherland, 2008). In light of this fact, the authors have created this article describing the value that CTE courses have for students with disabilities, and giving advice to CTE teachers so that these teachers can become more informed and involved in the educational process of students. This article is very important and has a lot of information for a new CTE teacher, such as myself. I have learned much more about how to assist my students with disabilities and special needs in and out of the classroom.

In particular, the step-by-step process that the authors detail in this article is extremely interesting and full of advice that I will use in my future classroom so that I may support my students and create a conducive learning environment. The authors suggest a four-step model to increase Career and Technical educator's efficiency with students with disabilities and special needs:
1. Assist in the Placement Decision—Just as general education teachers are invaluable in the Individual Education Program (IEP), so too are CTE teachers invaluable if the student is considering placement in a CTE course. CTE teachers are the most knowledgeable about the course content and rigor. Having the CTE teacher involved in the placement decision also promotes continuity of the academic goals and transition goals.
2. Accommodate According to the IEP—It is imperative that the CTE teacher have access to and utilize a student's IEP so that he/she can make necessary accommodations that are required.
3. Assess the IEP's Quality and Appropriateness—CTE teachers should make sure the accommodations listed on a student's IEP are necessary and valid for their classroom. If additional accommodations are needed, the teacher should implement an accommodation and keep detailed notes of its success/failure so that it may be added to the student's IEP if necessary.
4. Become a Student Advocate—CTE teachers need to assist students in meeting their IEP goals and promote student involvement in the IEP process.

Article 4—Strategies/Intervention

Scholl, L. (2003, 2004). Youth with disabilities in work-based learning programs: Factors that
     influence success, 26(1, 2), 4-16. Retrieved from
     http://www.eric.ed.gov/PDFS/EJ854911.pdf.

Teaching students new skills and preparing them for the transition into post-secondary school or
the workforce is extremely important; and it is a major responsibility for the Career Technology
teacher. Legislation dictates that students meet "challenging academic standards;" "acquire the
technical, communication, and information processing skills necessary to pursue college and
careers;" and attain goals set by the student and interested parties by learning transition skills (p.
4). Well-structured Youth Apprenticeship (YA) Programs allow students to meet the goals set
forth by legislation. This article details the research done with a particular Wisconsin Youth
Apprenticeship Program to identify the key factors of personal characteristics that students with
and without disabilities need and the characteristics that the programs need to be successful.

The goals of YA programs are to encourage the development of student resilience and success,
and to "focus collective expertise and bring together resources to improve the quality of the
transition of young people into the work world, as well as other settings" (p. 10). I am very
interested in the work-based programs and what they have to offer all students. I plan to employ
each and every strategy that this article suggests for maximum student success. Particularly, the
author suggests the following factors for success of all students in the YA program:

1. High levels of program organization and coordination
2. Meaningful and consistent communication between stakeholders
3. A good "fit" between a student's abilities and their chosen YA career field
4. A quality work placement
5. Rigorous and engaging classroom instruction that integrates technical and academic competencies

Additionally, the author states that students with disabilities need more from the YA program,
such as:

1. Student knowledge of their own disability and abilities so that they can more effectively make decisions, make plans, and learn from their experiences
2. Student and school disclosure of student disabilities and needed work accommodations to YA instructors, mentors, and employers
3. Student, coordinator, employer, parent, and administration advocacy for the student and his/her needs
4. Availability of needed accommodations and supports
5. Access to skilled mentors that are effective and communicate efficiently
6. Student-powered learning strategies that enhance learning and work performance