Caroline Smith

Dr. Milne

July 17th, 2021

Paper 4

 Annotated Bibliography

**Title: Students with Disabilities: Transitioning from High School to Higher Education**

Author: Suzanne E. Eckes and Theresa A. Ochoa

Published: 2005

Citation: Eckes, S., & Ochoa, T. (2005). Students with Disabilities: Transitioning from High School to Higher Education. *American Secondary Education,* *33*(3), 6-20. Retrieved July 17, 2021, from <http://www.jstor.org/stable/41064551>

The author is trying to see why schools aren’t providing students with disabilities enough resources to be able to help provide for themselves outside of school in higher education like college. This article discusses the challenges that those with disabilities face in college and provides suggestions on how schools should provide resources for students with disabilities before college. The article suggests that each child with a disability must have a paper with all of their accomplishments and successes. It also talks about what teachers and staff in the field of education need to know when it comes to students with disabilities going forward with their higher education. This article uses results from a girl who went through school with a disability and the school not provide her the resources she needed for college and her experience with that.

**Title: The Inclusion of Disability in Introductory Sociology Textbooks**

Authors: Diane E. Taub and Patricia L. Fanflik

Published: 2000

Citation: Diane E. Taub, & Patricia L. Fanflik. (2000). The Inclusion of Disability in Introductory Sociology Textbooks. *Teaching Sociology,* *28*(1), 12-23.

This article uses content analysis, while the authors examine these other textbooks written on disability and inclusion. The results from reading these textbooks indicate that sociology textbooks provide a limited amount of information about disability in the world. The author’s analysis also states that topics such as diversity within disability are at a limited amount of coverage.

**Title: High School Teacher Attitudes Toward Inclusion**

Authors: Anthony K. Van Reusen, Alan R. Shoho, and Kimberly S. Barker.

Published: 2001

Citation: Van Reusen, A., Shoho, A., & Barker, K. (2000). High School Teacher Attitudes toward Inclusion. *The High School Journal,* *84*(2), 7-20. Retrieved July 17, 2021, from <http://www.jstor.org/stable/40364402>

 This article is based on a survey study designed to help high school teacher’s attitudes toward dealing with inclusion with children with disabilities in the general education classroom. This study took place at a large high school in San Antonio, Texas, and consisted of 125 teachers. This inclusion summary tested the teachers in 4 categories. The analysis showed that teachers with special education training or experience had higher attitudes when it came to education and help students with special needs be more included than teachers without this training.

## **Title: EMPOWERING PERSONS WITH DISABILITY: A MAPPING REPORT ON DISABILITY INTERVENTIONS IN GHANA**

Author: Kodzo Yaotse and Benjamin Boakye

Published: January 1, 2020

Citation: Yaotse, K., & Boakye, B. (2020). *EMPOWERING PERSONS WITH DISABILITY: A MAPPING REPORT ON DISABILITY INTERVENTIONS IN GHANA* (pp. 23-25, Rep.). Africa Centre for Energy Policy. Retrieved July 17, 2021, from <http://www.jstor.org/stable/resrep31172.8>

 This article discusses something that I haven’t seen in my other articles which is the Inclusive Education Act. This act is in place to require all to address the diverse learning needs in the Ghanaian education system. This article goes through the many strategies that they use when looking at children in school. It mentions screening children on the first day of school to see how they interact with others, making sure schools are disability assessable, and including in teaching and students.

**Title: Inclusion — Not Segregation or Integration Is Where a Student with Special Needs Belongs**

Author: Sheryle Dixon

Published: 2005

Citation: DIXON, S. (2005). Inclusion — Not Segregation or Integration Is Where a Student with Special Needs Belongs. *The Journal of Educational Thought (JET) / Revue De La Pensée Éducative,* *39*(1), 33-53. Retrieved July 17, 2021, from <http://www.jstor.org/stable/23767481>

**Title: The Top Ten Things New High School Teachers Need to Know About Servicing Students with Special Needs**

Authors: Kimberly Laprairie, Daphne D. Johnson, Marilyn Rice, Paula Adams, and Betty Higgins

Published: 2010

Citation: Laprairie, K., Johnson, D., Rice, M., Adams, P., & Higgins, B. (2010). The Top Ten Things New High School Teachers Need to Know About Servicing Students with Special Needs. *American Secondary Education,* *38*(2), 23-31. Retrieved July 17, 2021, from <http://www.jstor.org/stable/41406159>

This article discusses the ways that teachers nowadays need to be taught when it comes to working with students who have disabilities. New teachers today need to know the terms and information about the responsibilities associated with these students. The purpose of this article is to provide a list and description of the things new secondary teachers need to know about special education when it comes to interacting with them.