Social and Ethical Issues

Student's Name

Institutional Affiliation

Standard 2.1

Students with severe learning disabilities in reading usually have some issues with reading single words. They also cannot decode and sound out words efficiently on initial stages. Another problem is the inability phonological processes such as building sentences of words, words of syllables, and syllables of sounds. Besides, reading disability is characterized by expressive and reception issues as well as a poor comprehension. There are also specific signs of such reading disability in the middle and secondary years. They have a poor and slow vocabulary development, a wrong word order, and some issues with punctuation as well as difficulties with ordering ideas and influent reading (Wawryk-Epp, Harrison, & Prentice, 2004). All these difficulties force a teacher modify a learning process and add tasks that would reduce the impact of discussed issues. However, it is only possible to increase reading abilities to an acceptable level because students often cannot deal with a slower reading rate. Apart from that, reading disability is often combined with mathematics and writing issues (American Psychiatric Association, DSM-IV-TR, 2000). It probably happens because children with reading disabilities also have metacognitive issues (attention, memory, and study skills) that are highly important for the different content, including mathematics and writing expression. Therefore, students that cannot read well require a specific attention from their teacher. For example, their instructor should pay attention to the manner of giving instructions and checking whether pupils understand these instructions or not.

Therefore, I believe that the best method of delivering services is adapting learning processes to the needs of children. For example, such students require a direct instruction approach (teachers-directed lectures and discussions) and a strategy approach. It would teach them how to learn. Besides, it is efficient to give the information from easier tasks to those ones

being more difficult. It is also reasonable to teach problem solving as well as present instructions

to small groups. Besides, there are differences between the testing performance of students with

and without reading disabilities. For instance, if a teacher evaluates students with disabilities

he/she must pay more attention to the progress that learners have achieved after the previous

assessment. It is also clear that requirements to reading should be different due to dissimilar

metacognitive abilities. Finally, teachers must make the tests that would demonstrate the

knowledge of students but not some negative effects of their disabilities (Wawryk-Epp et al.,

2004).

<div align="center">Standard 2.2</div>

As it has been discussed before, it is more efficient to combine a direct instruction

approach and a strategy instruction. The direct instruction approach includes various teacher-

directed lectures and discussions, drill, practice, and demonstrations. The strategy instruction

presupposes tasks that develop organizations skills, test-taking skills, and study skills (Wawryk-

Epp et al., 2004). For instance, the teacher needs to teach students to read scientific tasks. First,

the instructor can apply the direct instruction approach. He/she can use some pre-reading

activities and discuss the title of the text as well as the words that are difficult to pronounce

and/or understand. After that, students can read silently. In the end, the teacher checks the

comprehension asking questions and giving tests. The instructor also may apply the strategy

approach and teach students how to read scientific texts. In this case, it is better to combine both

approaches. Therefore, a basic lesson plan consists of such steps as pre-reading activities,

discussing the strategy of reading scientific texts, silent reading of text in the class, and checking

comprehension after reading.

<div align="center">Standard 2.3</div>

Students with disabilities have been excluded from assessment. However, rather recently, educators have started designing tests for disabled children because in order to increase to check the knowledge of students and make some corrections if necessary. Teachers that develop the tests try to make some specific accommodations to all types of disabilities. The main idea is to make the tests that would assess the knowledge of students and would not be affected by their disabilities (Thurlow et al., 2009).

To make the assessment process objective, seven disability categories have been distinguished. Each of these categories has its featured assessment accommodations. For example, if teachers assess students with specific learning disabilities, they read loudly, give the extended time, and apply alternative settings as well as technology. However, not all these accommodations are always permitted. For example, a loud reading by a teacher or other person is the most controversial one. However, it is still very common for students with reading disabilities that pass mathematics or other subject-related areas. This accommodation is usually prohibited during reading tests (Thurlow et al., 2009).

The second category unites students with speech or learning impairments. Teachers that make tests for this category use such accommodations as dividing tests into smaller parts, extended time, allowing using a dictionary or textbooks, and the possibility to apply assistive augmentative communication devices. Such choice of accommodations has been caused by the fact that students of this group may have difficulties with understanding directions or wording of some specific parts of tests. Another factor is a possible increased test fear due to a continuous struggling with academic tasks. However, there are still disagreements concerning testing the reading proficiency. It occurs because students with this category of disabilities often cannot

unite sounds and symbols. They have some difficulties with auditory processes and language understanding (Thurlow et al., 2009).

Students with the mental retardation need such accommodations as extended time, large print, loud reading of tasks, alternative settings, adaptive furniture, noise buffers, visual clues, and encouraging children to complete the tasks. The majority of students with mental retardation pass tests in the same conditions as all other pupils. The students that cannot participate in large-scale assessments are provided with the right to take alternative tests (Thurlow et al., 2009).

Pupils with emotional or behavioral disabilities get such accommodations as listening to relaxing music, having breaks, extended time, assessments with a fewer number of tasks per page, an alternative settings' opportunity to take tests at home, and reinforcements during the assessment. Students with this kind of disabilities can take tests in the same rooms with other children having no disabilities though executing differently (Thurlow et al., 2009).

Children with autism can get such accommodations as extended time, computer test formats, and alternative settings. During the developing accommodations for this category, it is necessary to attend the person's functional adjustment to the assessment situation. Teachers must remember that the child's adaptive behavior depends on the structure of the test and complexity of environment. In other words, social and communicative issues of students with autism should be considered during the assessment (Lord & McGee, 2001).

As for deaf students or those that have difficulties with hearing, it is reasonable to apply such accommodations as sign interpreted directions, visual clues, amplification, and a seat location. Finally, blind students or the ones that struggle with visual impairments are often provided with such accommodations as Braille, large print, and read-load (Thurlow et al., 2009).

Therefore, accommodations vary and depend on the category of disabilities. The accommodations given above can be used not only for the assessment but also during lessons. Despite all their benefits, there is a risk that attempting to adjust the tests to the needs of students will reduce their measurement characteristics. As a result, teachers face an ethical dilemma. They need to find the balance between adapting tests for students and keeping assessment objectives. It is especially difficult during reading tests because specialists recommend a loud reading for many categories of disabilities (Thurlow et al., 2009).

<center>Standard 2.4</center>

Like regular education teachers, special education teachers use the baseline data and other assessments as well as data collection in decision-making. For example, they can see better what strategies to choose and what conditions are necessary for every particular student. I apply this knowledge in my work with regular education teachers. For example, I can explain to my colleagues, which tasks a student can perform, and which he/she cannot due to his/her disabilities. Besides, I can advise educational settings that are important for an efficient learning process. For example, after completing tests, I can say, which students with retardation need visual clues, and which the ones that do not need them (Walther-Thomas, Bryant, & Land, 1996).

<center>Standard 2.5</center>

When children with disabilities become adults, they struggle with certain problems. Particularly, they cannot fully integrate in the society. For example, some of them cannot find a good job, make friends, and build a family. One of reasons is that adults with disabilities sometimes have a lower self-esteem due to their differences from others. People without disabilities also often have negative stereotypes about disabled people (Lyon, 1996). Therefore,

one of important parts of education intervention is to teach students to perform different kinds of tasks and be able to cooperate with kids without disabilities. Moreover, I would utilize the tasks that need the work in a couple or a group of students with disabilities and without them. As for my field trip to Summit Juvenile Court, I have learnt which children need the special attention and how to integrate them into the current society. I would use this knowledge in my instruction. For instance, now, I know better how to behave with different categories of children, so I can provide an individual approach to each of them.

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