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Literature Review

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Summary of Argumentative Lines in the Literature

In the past, early education was rarely accessible for children with disabilities not getting proper education in their early stages. However, with the constant calls for reforms in the education system, many governments have implemented the all-inclusive education system. In this system, both regular kids and children with disabilities obtain similar early childhood education. The challenge, however, is to incorporate the parents of non-disabled children and teachers in order to make the all-inclusive education possible. Special education is a major component of the current education system. In this understanding, there have been proposals of the most significant partners in special education. In prior times, special education was available only to the affected families and students (Gordon-Burns, Purdue, Rarere-Briggs, Stark & Turnock, 2011). However, in the recent times, educationists have proposed the inclusion of other parents in the operation of special education. Proper inclusion of all participants from an early stage of special education is important. The authors put emphasis on the need to start education early in the children's lives. Early childhood education with particular focus on special schooling calls for a change of attitudes and understandings.

Special schooling as a branch of the education system covers a bigger part of the present curriculum. One of the disabilities covered under special education is reading challenge. Reading difficulties present serious challenges to the learners, teachers, and parents at large. The major impact of a reading disability on the schoolers is slow educational growth, which will negatively influence the learners. To minimize these challenges, the authors advise early curbing of the effects of reading disabilities on children. Some of the recommended in the article approaches include support investigations of valuation, intellectual and phonological processes of reading, operative

involvements, and the educator specialized development (Alberto, Connor, Compton & O'Connor, 2014).

The inclusion aspect of special education under the education system has been a source of investigations. In this article, the author seeks to explore the effectiveness of placement in special education. Introduction of special schooling aims to help learners with disabilities gain education. In the process, researchers and educationists have come up with varied interventions aimed to facilitate the effectiveness of the special education. One of the interventions discussed in the article is placement, which helps to improve academic outcomes for learners with disabilities. In addition, placement in special education causes improvement of relationships between learners with and without disabilities, and reduces referrals for special education. Placement helps attain the main purpose of inclusion in the educational system (Hocutt, 1996).

In Introduction to Special Education: Making a Difference, the authors focus on the educators of the children with disabilities. Teachers need up-to-date strategies and tips on how to handle children with disabilities and create an encouraging learning environment for them. The book emphasizes various learning approaches and models instructors, which can employ to help learners with special needs to succeed in school and attain full potential (Smith & Tyler, 2009). More so, the discussed strategies help teachers to understand all learners, both with abilities and those who are struggling.

Literature Critique and Analysis

The articles critically analyze various aspects of special education in relation to the general education. All literatures focus on the aspect of inclusion in the education system. In as much as all the authors emphasize inclusion, few of the studies propose the best approaches for inclusion, especially of special

schooling in the general education (Hocutt, 1996). The main proposals occur at a later stage of education. At this stage, discrimination of learners with disabilities has taken place causing difficulty in implementing other aspects of inclusion (Alberto et al., 2014). One of the literature highlights inclusion at an early stage of learning, where special education incorporates both parents and families of non-disabled as well as disabled children. The researches presents the varied ways to identify and help children with reading disabilities at an early stage. The article puts emphasis on the educational system supporting effective teachers and efficacious instruction of reading. For instance, another literature cites The No Child Left behind Act, which strongly supports that learners should be under the instruction of qualified instructors (Hocutt, 1996). The article highlights the major changes in the teacher qualification standards. The current system not only requires teachers to have suitable academic qualifications, but also great individual characteristics and personality (Gordon-Burns et al., 2011).

The studies mainly aim to address parents and guardians of non-disabled children, as the current education system incorporates both disabled and abled learners. Parents of non-disabled children are the major contributors to the construction of the educational setting for special instruction (Smith & Tyler, 2009). According to the research on other parents' perceptions of disability and inclusion in early childhood education, it is important for the establishment of a special educational system. It is evident that comments and behaviors of parents of non-disabled children in relation to children with disabilities and their families had major impacts on early childhood education experiences of those children and their families (Alberto et al., 2014). The literature highlights that currently the main impact is negative attitude, which increases discrimination of the disabled children in schools. Working with the literature findings, there is a need for early childhood teachers to learn handling children with these attitudes. In so doing, the training will enable the teachers to respond to the negative attitudes towards disability and inclusion



in their early childhood settings and communities.

Literature Critique and Analysis

From the above discussions of the various literatures concerning special education, one can derive varied weaknesses. All the materials support the idea of inclusion. Unfortunately, the literatures fail to explore the general educational aspects and focus on the special education in particular. In the implementation of special educational inclusion, it is significant for the educators to cover all the aspects of education (Smith & Tyler, 2009). Inclusion implies that learners with disabilities will undertake their studies hand in hand with non-disabled students. One of the interventions discussed in the article is placement, which helps improve academic outcomes for learners with disabilities. In addition, placement in special education allows improvement of relationships between learners with and without disabilities and reduces referrals for special education (Gordon-Burns et al, 2011). Placement helps attain the main purpose of inclusion in the educational system. However, the placement analyzed only focuses on learners with special education, ignoring those with abilities. The idea of placement should highlight the support that the non-disabled children can offer to their counterparts in the course of their studies (Alberto et al., 2014).

These studies also indicate that even when academic results for learners with disabilities are positive, no intervention eliminates the impact of having an incapacity on a learner's level of accomplishment. The literary investigations focus mainly on the relationship between disabled learners and their able counterparts. It is, however, notable that in promoting inclusion in special education, the prominence should be on acceptance, rather than friendship, amongst learners. On the other hand, the studies are discriminative concerning the highlighted disabilities. Unfortunately, the studies only seek interventions for particular common disabilities ignoring the varied disabilities



that learners can be suffering from (Gordon-Burns et al., 2011). The literatures equally fail to present the financial implications of the inclusion approach. Only few nations/states can manage to implement the suggested interventions in the special education.

Effect of the Literature on My Practice/Beliefs about Education

Special education is an area of concern in education and teaching as a career. Analyzing the literature on special education changes my perspectives of my roles as a teacher. From the articles, it is evident that being a teacher goes beyond academic qualifications (Hocutt, 1996). Significantly, teaching and learning as processes will incorporate all members of the community. There is a need for setting a proper environment in which both sets of learners, non-disabled and with disabilities, can attain their learning objectives. In addition, philosophies, outlooks and ideals, which instructors in early childhood backgrounds hold in relation to disability and annexation, are fundamental to the types of experiences learners with disabilities will face. The literatures highlight the role of parents and guardians in the development of attitudes related to the learners with disabilities (Alberto et al., 2014). In this regard, it is essential to incorporate parents of non-disabled learners in the inclusion programs. Disability may have cause some persons to be seen lesser than others, but this mindset should not prevail in the education setting. In the teaching process, it is essential to have an open mind while handling learners with disabilities.

Education is a process, which calls for attention from all quarters. The earlier beliefs about the educational process will not work in the contemporary times. People with disabilities need help and social support (Smith & Tyler, 2009). Segregation and discrimination based on disabilities only makes the persons feel inferior and left out. Education can be a source of socialization for the

disabled learners. The idea of inclusion helps the education system to minimize segregation and discrimination for all youngsters (Hocutt, 1996). The studies carried out encourage teachers to station themselves within the discourses of incapacity, which endorse a socially just settings. Teachers need to ensure that individual policies replicate the rights of and encompass an all-inclusive early childhood educational program. In line with the special education, instructors need to provide positive role models for other parents while dealing with children with disabilities. Ideally, teachers need to be on the forefront as good leaders and address issues, concerns, and questions from parents in order to provide support for the inclusion programs.

References

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