

References and Annotated Bibliographies for
Part 1: Overview, Terminology, Theory, and Research

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- Pellegrino, J, Chudowsky, N., & Galser, R. (Eds.) (2001). Advances in the sciences of thinking and learning. *Knowing what students know: The science and design of educational assessment* (pp. 59-109). Washington, DC: Committee on the Foundations of Assessment, National Academy Press.

U. S. Department of Education. (2004). Standards and assessments: Peer review guidance: Information and examples for meeting requirements of the No Child Left Behind Act of 2001. Office of Elementary and Secondary Education Washington, D.C.

United States Department of Education. (2002-2003). *Education Week analysis of data from the Office of Special Education Programs, Data Analysis System.*

Ref. Type: Book

Notes: Book chapter

Title: Creating standards-based individualized education programs

Authors: Grisham-Brown, J. & Kearns, J. F.

Pub. Date: 2001

Source: Alternate assessment: Measuring outcomes and supports for students with disabilities

Vol, Issue:

Publisher: Baltimore, MD: Paul H. Brookes Publishing

Page #: 17-28

Keywords: alternate assessment, outcomes, disabilities

Abstract:

Participants:

Test Design:

Findings: This chapter provides an outline of a process for developing Individualized Education Programs (IEPs) that articulates the relationship of these individualized programs to the standards set for all students. The authors argue that the determination of the critical function or outcome of a particular standard represents a crucial understanding for IEP teams as they develop an IEP that moves the student within the framework of a general curriculum. Identifying supports, adaptations, and modifications increase the chances to learn because the teacher can determine appropriate opportunities for instruction and the students can respond appropriately in learning activities.

Ref. Type: Journal

Notes: Journal Article

Title: Where is the phonics? A review of the literature on the use of phonetic analysis with students with mental retardation

Authors: Joseph, L.M., & Seery, M.E.

Pub. Date: 2004

Source: Remedial and Special Education

Vol, Issue: 25, 2

Publisher:

Page #:88-94

Keywords: Phonics, Students with Mental Retardation

Abstract

Participants:

Test Design: This is a review of studies conducted over the past 12 years on the use of phonetic analysis strategies and/or phonetics instruction with students with mild or moderate mental retardation. Seven studies were found to consist of the use of phonetic analysis (making letter-sound correspondence). No studies were found that examined the use of phonetics instruction. The purpose of the review was to examine the existing literature in this area over the past 12 years.

Findings: All studies found that students with mental retardation can learn and use phonetic-analysis strategies and/or have the potential to benefit from phonetics instruction. Further research is necessary to draw substantial conclusions, particularly regarding the effectiveness of direct/explicit phonics instruction with children with mental retardation.

Ref. Type: Journal

Notes: Journal article

Title: A validation of the performance indicators and learner outcomes of Kentucky's alternate assessment for students with significant disabilities.

Authors: Kleinert, H. L., & Kearns, J. F.

Pub. Date: 1999

Source: The Association for Persons with Severe Handicaps

Vol, Issue: 24, 2

Publisher:

Page #: 100-110

Keywords: validation, alternate assessment, cognitive disabilities

Abstract:

Participants: A total of 44 national authorities in best practices for students with moderate and severe cognitive disabilities participated in this study.

Test Design: The purpose of this study was to conduct an expert validation of Kentucky's approach to alternate assessment for students with significant cognitive disabilities. Participants were asked to fill out a survey that asked questions about performance indicators and academic expectations for the state of Kentucky. All written comments included with the survey were typed and categorized into major themes.

Findings: Results indicated that in terms of the core of best practices embodied in the performance criteria for Kentucky's alternate assessment, there was a high degree of professional congruence. However participants also raised some concerns about the extent to which more limited learner outcomes have been identified for students with significant disabilities and whether the alternate assessment was sufficiently aligned to general curricular expectations for all students.

Ref. Type: Journal

Notes: Journal Article

Title: "School's not really a place for reading": A research synthesis of the literate lives of students with severe disabilities

Authors: Kliewer, C., & Biklen, D.

Pub. Date: 2001

Source: Journal of The Association for Persons with Severe Handicaps

Vol, Issue: 26, 1

Publisher:

Page #:1-12

Keywords: severe disabilities, literacy, social relationships, intimacy

Abstract

Participants: The research presented in this article is from 6 in depth case studies as well as biographies and autobiographies of persons with severe disabilities. The 6 individuals ranged in age from 4-16 years and were all professionally defined as severely mentally retarded.

Test Design: Researchers conducted interviews and observations in inclusive and segregated classrooms, at work sites, in homes, and in the community. Observations were focused on the students' interactions, social relationships, use of printed language, and general literacy. Analysis of the observations and interviews was ongoing.

Findings: The research suggests that persons labeled as having severe intellectual disabilities demonstrate the ability to acquire knowledge of symbols and literacy when they are in the presence of people who support them, believe in their abilities, and with whom they share an intimate relationship with. Based on these findings, the researchers suggest that the ladder to literacy be reconstructed into a web of relationships, educators work towards a more local understanding of students with severe disabilities, and that we shed the use of labels altogether for these individuals.

Ref. Type: Book
Notes: Book
Title: Advances in the sciences of thinking and learning
Authors: Pellegrino, J., Chudowsky, N., & Glaser, R., (Eds)
Pub. Date: 2001
Source: Knowing what students know: The Science and Design of Educational Assessments

Vol, Issue:

Publisher:

Page #: 59-109

Keywords: validation, alternate assessment, cognitive disabilities

Abstract:

Participants:

Test Design:

Findings: Over the past few decades, much research has been conducted in order to gain insight about how people think and learn. Specific areas that have been examined include: how knowledge is organized in the mind; how children develop conceptual understanding; how people acquire expertise in specific areas; how participation in various forms of practice shapes understanding and what happened in the physical structures of the brain during the processes of learning, storing, and retrieving information. This chapter focuses on the findings that are most relevant to assessing school learning. Four perspectives (Differential, Behaviorist, Cognitive, and Situative) are discussed in terms of their views on the process of learning. Specific topics covered in the chapter include: fundamental components of cognition; the nature of subject-matter expertise; the development of expertise; integration of models of cognition and learning with instruction and assessment; and methods of observation and inference. Throughout the chapter, information is integrated with ways of improving assessment of school learning.