

References and Annotated Bibliographies for
Part III: Theory of Learning

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- Kleinert, H. L., & Kearns, J. F. (1999). A validation of the performance indicators and learner outcomes of Kentucky's alternate assessment for students with significant disabilities. *The Association for Persons with Severe Handicaps, 24*(2), 100-110.
- Kliewer, C. & Biklen, D. (2001). "School's not really a place for reading": A research synthesis of the literate lives of students with severe disabilities. *Journal of the Association of Persons with Severe Handicaps, 26*(1), 1-12.

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

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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.