Glazer, S. (2001). *Teaching all children to write: A little comprehensive guide*. Norwood, MA: Christopher-Gordon Publishers INC.

* Children who can be described by the Individual with Disabilities Education Act are divergent learners. This congressional action provides that each state establish procedures to assure that, to the maximum extent appropriate, children with disabilities are educated with children who are not disabled, and that removal of children with disabilities from the regular education environment occurs only when education in regular classes with use of supplementary aids and services cannot be achieved satisfactorily. PG 53.
* Behaviors associated with this neurological syndrome include impulsivity, distractibility, and possibly hyperactivity or excess energy. ADD pg. 56
* Communication disorder. The ability to connect ideas appropriately seems to be impaired. This disorder has many facets usually receptive or expressive. PG 56
* Children with receptive problems have difficulty receiving information either when they listen to it, read it, or see it. Pg 56
* Dysgraphia- the inability to produce legible handwriting is also a communication disorder. It can be the result of an illness or injury to the brain. If the kid is able to write using a computer, this is another solution to a very perplexing disorder.

This information is important to know because it states a federal law on how to teach your students. It also shares important information on a variety of disabilities you might come across in your classroom.

I will use this information in my classroom, by being educated on my rights as a teacher and the rights of my students to give each student a fair and equal opportunity in my classroom.

Scala, M. (2001). *Working together: Reading and writing in inclusive classrooms*. Newark, DE.: International Reading Association

* Inclusion is a classroom environment that incorporates the participation, friendship, and interaction of students with disabilities in general education settings. PG 3
* With inclusion, special educators co-teach in general education classrooms, and all children see them as a resource. Productive learning communities are formed. Special needs children are more motivated to use specific strategies when they see that these are the strategies all learners use.
* PG4 As student attitudes and behaviors change, they spend more time on task and achieve greater academic and social success.
* Learner engagement is key. For active participation, there needs to be a perceived need and purpose for learning. Pg 4

This information is important to know about an inclusion classroom. It states what an inclusion classroom is, what it looks like, and why it is important.

I will use this information in my classroom to keep all my students engaged and participating, and hopefully my student will have a positive attitude about leaning.

Cruz, C. (2008). *A quick guide to reaching struggling writers*. Heinemann.

* You can start helping students if you take a few minutes away from conferring during one writing period to just observe a student who has been off you radar. Notice the student’s behaviors, posture, focus and where their eyes are in the classroom. These things can give an insight on how the student views himself or herself in relation to writing. Pg 3
* The plan of action should address the writer as a whole and most certainly begin working with the students areas of strength of mind. Pg 7
* Lev Vygotski taught us that a child learns best when she is challenged within his/her zone of proximal development. The challenge for educators is to strike that fine balance of creating opportunities where the child feels both challenged and supported. PG 9
* Partner the student with a younger Writing Buddy- Often students who feel like they are not good writers simply need to see someone else who is struggling, someone else who needs reassurance. This can build self-confidence in the student. PG 12
* Teach students about the struggles and success of various published writers. PG14
* Understanding Students who are struggling with the manual work of writing- work on stamina by practicing quick writes, providing a time limit, and body warm ups. PG 22-23.
* Many occupational therapists believe that students should have intensive practice for only 5 minutes a day, using proper posture pencil grip, and letter formation. PG 24.
* Pencil grips help support a young writers working to ingrain his pencil grip into his muscle memory, knowingly or not. 25
* Fat markers or other writing tools encourage proper finger placement.
* Offer a variety of writing surfaces. Some students work best while writing on a vertical or elevated surface because it helps support the muscles in wrist while others work best at a traditional table top. Pg 25
* For students who apply a lot of pressures to the pencil- offer felt tip pens. The ink shows up clearly with little pressure, keeping students from pressing down just to make sure the words are seen. --- Offer mechanical pencils, which will not support much pressure before breaking. This will help the student become better at self-monitoring the amount of pressure she is using. PG27
* Struggling spellers are perhaps some of the easiest for teachers to identify. PG32
* Since there is little proof that memorizing lists of words has ever helped make a strong speller, we should instead focus our energy on teaching students how words work and strategies for figuring out how spell tricky words. For example, we might show students how to think of words that work in similar ways in order to figure out how to spell them. 37

The information from this book was very informative. It was a great read. I learned so much from this little book alone. This information is tips for teaching writing to students with special needs.

I plan to use this information in my classroom to get the correct materials to help accommodate my students. I will tell my students about other strugglers and how they overcame writing difficulties. I will help them build hand strength and well as become better writers.

Thompkins, G. (2004). *50 literacy strategies step by step*. New Jersey: Pearson Upper Saddle River.

* PG21 Clusters are spider web like diagrams drawn on a sheet of paper. Words and phrases are written on rays drawn out from the center circle, and sometimes drawings are used instead of words or to accompany the words. The steps are just to select a topic and brainstorm ideas for that topic.
* PG 47 Interactive writing is when students and the teacher share the pen as they write the text on chart paper. The text is composed by the group, and the teacher guides them as they write the text word by word. Students take turns writing letters, words, and adding punctuation marks. This is used to show students how writing works and how to construct words using their knowledge of sound symbol correspondence and spelling patterns.
* PG 22 KWL Chart Teachers use this during across the curriculum thematic units to activate students background knowledge about a topic and to assist students in generating questions or organizing information.
* PG 27 Mini-lessons- Teachers are focusing these lessons on literacy procedures concepts, strategies, and skills. Usually 15 to 30 min best to use when students can immediately apply what they are learning.

This information is important because it talks about specific strategies on how to help with writing specifically; including graphic organizer and writing tips and tricks.

I will use several of these strategies in my classroom to help students write and organize their paper. I especially like the KWL chart and mini lessons. I feel they will be very beneficial to my students.

Friend, M. (2012). *Including students with special needs a practical guide for classroom teachers*. (6th ed.). North Carolina: Pearson.

* Pg. 132 the idea behind differentiated instruction is that a variety of teaching and learning strategies are necessary to meet the range of needs evident in any given classroom.
* The INCLUDE strategy for differentiating instruction for students with special needs in general education classroom follows 7 steps. 1. Identify classroom demands. 2. Note students learning strengths and needs. 3. Check for potential areas of student’s success. 4. Look for potential problem areas. 5. Use info to brainstorm ways to differentiate instruction. 6. Differentiate instruction. 7. Evaluate student progress.
* Pg. 136 Instructional accommodations typically are defined as supports provided to help students gain full access to class content and instruction, and to demonstrate accurately what they know.
* Pg. 161. Scaffolding is an approach that has been used successfully to support students as they develop problem-solving skills. Scaffolding is “forms to support provided by the teacher to help students bridge the gap between their current abilities and the intended goals.
* PG. 212 Students with learning and behavioral disabilities have to major types of reading and problems; decoding and comprehension. Decoding problems involve the skills of identifying words accurately and fluently. Accuracy problems are most readily observed when students read orally, mispronouncing words, substituting one word for another, or omitting words.
* PG. 212 Students who have serious difficulties decoding written words are sometimes referred to having dyslexia.
* PG.215 the written language difficulties of students with learning and behavioral disabilities include handwriting, spelling, and written expression. Handwriting problems can be caused by a lack of fine motor coordination, failure to attend to task, inability to perceive and or remember visual images accurately, and inadequately handwriting instruction in the class.
* Pg. 278. Tele- web is an Internet based software program that can help students with disabilities over come these problems. Tele-web helps students unite expository text that is well organized.
* Pg. 281 Providing planning thinks sheets. Activating background information and building bridges to current knowledge are also of concern to teachers when asking students to write. Some researchers recommend planning think sheets to help writers focus on background information as well as on the audience and purpose of a paper. For audience students are asked to consider who will read the paper. For purpose, students clarify why.

This information is on how to include your students with special needs into your classroom. It talks about modifying your lessons and differentiation instruction. This will help you to teach writing for efficiently to your students.

Flether, R. (1998). *Craft lessons- teaching writing k-8*. Portland Maine: Stenhouse Pub

* PG. 9 A good writing teacher is both a good host and a good bouncer. A writing teacher needs to have a positive inviting demeanor while at the same time maintaining standards.

Krensky, S. (1998). *Write away!*. Scholastic.

* PG. 7 Writing after all is a balancing act between the writer and the reader. One side you want to share your writing, other side you want to share your writing effectively with your readers. For children to improve their writing ability, we need to get under the skin of writing to find out what goes down below.

Kluth, P. (2008). *Just give him the whale!* Heinemann.

* Pg. 43 It is understandable why teachers would pester her to explore new topics. Educators typically want their students to use a wide range of materials and to explore a variety of texts as they learn to read and acquire new literacy skills. If students have certain fixations, however, teachers may want to allow these learners some freedom in choosing texts and pursuing related activities as many individuals thrive academically when they can dive deeper into their special areas.
* PG. 45 Ask a student to write about his or her interest so that others may learn about it. Some students may even be able to a children’s book, technical manual, or comic book about their special area. Students can also be encouraged to write poems. Suggest that they try haiku, free verse, and even limericks using their faves as the pic area.

This information is about how to get your writer engaged in writing about various topics. It helps you to understand to teach within the students interest and explore new ideas.

Tate, M. (2003). *Worksheets don’t grow dendrites 20 instructional strategies that engage the brain*. Corwin.

* PG. 27 Graphic Organizers, Semantic maps, and word webs. Graphic organizers are visual representations of linear ideas and benefit both left and right hemispheres of the brain.
* PG. 119 Writing helps to organize and store memories. The writing process is critical to students ultimate success in the work place.

Karten, T. (2010). *Inclusion strategies and interventions*. Solution Tree Press

* PG. 87 Each student is different and may require a variety of writing accommodations. To honor visual-spatial learners, allow students opportunity to illustrate their writings. Students with visual differences may need enlarged assessments, magnification pages or texts to speech programs.
* If students have learning differences, they may require additional scaffolding with modeling and guided practice to brainstorm uniting ideas and to increase their vocab fund.
* Students with speech and language impairments or culture differences may know what they want to express but have difficulties with the semantics, grammar, organization, word choice, and fluency in both oral and written communications, requiring more guidance with revisions or class presentations.
* Students with fine motor and other physical differences labor at holding pencil writing legibly within the lines, or keeping a paper steady. Offering slant boards and taping a paper to a desk are simple accommodations. If students cannot write legibly across a page without lines marking the page with a highlighter provides concrete parameters within which they can write.
* Weakness, such as dysgraphia need to be recognized by allowing students to work with a variety of mediums and scaffolding. This includes accommodations such as thicker pencils, pencil grips, prediction software programs, writing frames, graphic organizers, planners, and scribes to more efficiently communicate their thought.
* Pg. 88 Some students may need list of transitional or sensory words to refer to during the writing process.
* PG. 91 Inclusive classrooms reflect the fact that students with communication and language differences are diverse groups. Some may have difficulties due to language barriers while other students cannot understand concepts whether they are presented in their native language or language spoken in the classroom.

This information is important to know how to deal with students in an inclusion classroom and interventions to help the student succeed even further. It talks aboit a fee disabilities that you may come across in your teaching and how to teach writing accordingly.

Kasser, L. (2005). *Inclusive physical activity: A lifetime of opportunities*. Champaign, IL: Human Kinetics.

* Inclusion is a philosophy that states all individuals, regardless of ability, should participate within the same environment with necessary support and individualized attention.  Inclusion is more than simply placing individuals together, it’s a belief that all individuals belong and are valued (Kasser & Lytle, 2005)
* Every student with a disability should be given the opportunity to start out in a general education classroom and if that environment does not allow for success and a more restrictive environment is deemed appropriate, then that facilitators and educators must give good reason as to why the LRE is not working and it should be a main topic of discussion in the IEP meeting (Kasser,2005).

Individuals with Disabilities Education Act (IDEA) of 2004, U.S.C., Title 20 , §§ 1400et seq.

* IDEA defines Least Restrictive Environment as "to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily" (Sec. 612 (a)[5]).