Marly Campuzano was born in Mexico and raised in Chicago, IL. She received her high school degree from Farragut Career Academy and is pursuing an undergraduate degree in Health Science Pre-Physical Therapy at NIU. She is committed to completing her bachelor's degree within the next four years and then, pursue a career in the field of Physical Therapy. “A Review on Disability,” which she wrote for Andrea Fryling’s English 104 class and is intended to review scholarship on disability, responds to Marly’s belief that each of us has an “obligation to help our children,” especially those with disabilities.
A Review on Disability: Annotated Bibliography

APA Format

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People with disabilities do not participate in many activities because of society's attitudes and other environmental reasons. If we can effect these attitudes and environments early on, we can make a positive change in our society. We need to create programs that will allow the general public to be knowledgeable about disabilities in order to allow a better understanding of people with disabilities and thereby create a positive attitude and allow a more effective learning environment in school settings. Those without disabilities should have early educational options that will enable them to work alongside their peers with disabilities more effectively.

Koppleman and Goodhart, in “Understanding human differences: Multicultural education for a diverse America,” argue for a “total integration of students with disabilities into regular education classrooms” (p. 282). However, they fail to address the issue of program implementation at the grammar-school level so as to cultivate positive attitudes and an accessible learning environment for all students.

The articles summarized below were rated based on a 1-5 rating system*: one indicates little relevance, while 5 indicates significant relevance to my thesis. I used smiling faces as a symbol of the relevance of the sources for the research of inclusion. One happy face indicates that the article is biased, poorly organized, not current, lacks author credibility, and/or has minimal relevance. Two happy faces represent an article that is not biased, is not current, and is fairly organized. Three happy faces indicate an article that is current, well-organized, logical, supported by research, and supplies references. Four happy faces symbolizes an article that is current, well organized, logical, supported by research, supplies references and credible authors. Five happy faces stand for articles that are current, well-organized, establish logos and ethos, are supported by research, are not biased, and include credible references. The majority of the articles listed and summarized have similar findings. All of them address attitudes and inclusion. Fundamentally, the more useful an article

* The rating scale of 1-5 smiling faces appeared in the original document, but does not appear in this published version
is in supporting my paper's argument, the higher the rating it received; similarly, the less useful an article, the lower the rating.


In this article, T. De Bortoli and his co-researchers cover current research on communication deficits between students with multiple and severe disabilities (MSD) and teachers in a school setting. Research shows that there are no improvements in communication in the last two decades, regardless of efforts made by teachers (p. 1070). This article is significant to my thesis because, although it does not focus on inclusion, it addresses the importance of communication, without which inclusion would not be successful (p. 1060). It also lists key factors for future research in an effort to discover the solution to communication deficits. The argument made in the article invokes a feeling of urgency in its readers.


This pilot study, which is known as “Cognitive-Behavioral Approach,” incorporates disability study in combination with interactions. Students were given the opportunity to interact with the speakers who are disabled, so as to allow them to have a better understanding of disability. Students who were involved in this study valued the simulations they were involved in and the interactions they experienced. (p. 365). This study shows the importance of interactions with people with disabilities and the roles interactions play in determining attitudes toward disabled people. This article is current, well-organized, and easy to follow. Although the study shows minimal evidence of direct interactions with people with disabilities, it highlights the importance of interactions to the participating students, and thus supports my thesis.

Koppleman and Goodhart argue that allowing children with disabilities to study in a regular classroom permits them to learn more. Yet, some people object to this idea because they feel it is unfair for non-disabled students, hindering their education by the extra time invested in students with disabilities (p. 282). Allowing non-disabled children to interact with children with disabilities permits them to “develop attitudes and skills that enable them to work with people who may be different from themselves” (p. 282). This article convincingly argues for the “inclusion” of students with disabilities in a regular classroom setting. Such inclusion is important because it helps influence our children’s attitudes at a young age; both disabled and non-disabled students benefit. This article is effective because it supports its thesis and offers readers a description of the terms frequently used in this debate.


Leyser and Grenberger argue that faculty's unwillingness to provide accommodation to students with disabilities was influenced by ignorance regarding disability laws and the following factors: gender, experience, training, rank, and discipline (p. 237-39). Teachers who have a learning disability feel that they can relate to students with disabilities who are enrolled in teacher education and feel that they are able to provide an effective learning experience (p. 239). The authors reference other literature to support their findings, providing consistency and credibility to their argument. The authors speak about the growing number of students enrolled in higher education in different parts of the world; therefore, further research is required to consider other variables in this study (p. 239-40). This article allows the general public to consider different aspects of this issue and advocates for the need for further research; it also reinforces the fact that knowledge and willingness to accommodate people with disabilities are key factors to success (p. 246). However, this study fails to consider the opinions of the students.


In this article, the authors underscore the importance of “supports,” which refers to the “resources and individual strategies necessary to
promote the development, education, interest and personal well-being of
a person with an intellectual disability” (p. 543). The authors discuss the
pros and cons encountered in carrying out the tasks of support personnel.
This article gathers information from the various people involved in the
education of students with disabilities, and is, therefore, the most effective
and supportive article to my thesis. Additionally, the goals and opinions of
children with disabilities are also taken into consideration, allowing for an
overall perspective of “support” in an inclusive educational setting. This
article provides facts and gets readers emotionally involved and thereby
establishes logos and pathos.

general education for students with disabilities: A systemic review.

This article highlights the importance of researching the effectiveness
of strategies currently used in an effort to use resources reasonably, as
well as to enhance students’ success (p.564). Studies have found reading
interventions to be the primary focus of research regarding intervention
effectiveness. This article is an asset to my research because it reinforces
the need for further research of other interventions to determine which
techniques are helpful and which are not, in order to discover more
effective approaches in an inclusive school setting. This article is biased
because it does not include much information on other interventions.

Rosenberg, M. (2004, April 18). In the schools: Earlier start offered in
from http://www.nytimes.com/2004/04/18/nyregion/in-the-schools-
earlier-start-offered-in-special-education.html.

This newspaper article addresses “applied behavior analysis,” a
method used to assist children with disabilities in learning new behaviors.
However, the article does not discuss this method in detail and does not
provide any research data to show the method’s effectiveness in helping
children transition into an inclusive school setting. This article discusses
students with disabilities, but it does not address what we can do to
contribute to their learning environment. Although this article does not
support my thesis in a substantive way, it would be a good example of how
society has focused on what children can do instead of what society can
do to make a positive impact in their learning environment. This article is
biased because it does not acknowledge other studies and findings.

This study demonstrates that social competence does not play a meaningful role in determining interactions between students with and without disabilities (138). This article argues that inclusion does not guarantee positive interactions among students; therefore, we need to find alternatives that will encourage positive interactions (p. 140). It also finds that students who are disabled have a greater tendency to interact with and respond to those who are disabled, as opposed to those who are not (p. 135). While the authors point out other additional variables to consider that might contribute to this study, this article supports my more specific argument that children need to be exposed to children with disabilities at a young age to enable them to develop positive attitudes toward and experience positive interactions with children with disabilities.


In this article teachers voice their concern about inadequate training and insufficient support staff for students in an inclusion setting (p. 26). This study focuses on identifying teacher's attitudes towards students with disabilities and how it impacts everyone involved (p. 260). It also compares different studies and their effectiveness on determining attitude changes. The organization of the article takes away from the effectiveness of its argument, which diminishes its credibility. It touches briefly on the amount of time spent on this educational program, contributing to the program’s ineffectiveness, which supports my thesis by pointing to the importance of early education and exposure to disability.


This newspaper article explores the impact that the financial deficit has had on our educational system. “Mainstreaming,” which refers to educating students in the “least restrictive environment,” may not be offered this year for students with disabilities, leaving parents no other alternative than to place their children in special needs programs which are less costly. Although brief in terms of length, this article includes an interview of a
parent describing the benefits of mainstreaming, which helps establish pathos and get the reader emotionally involved. This article advocates for “mainstreaming,” but it does not include specific techniques that would facilitate inclusion. As such, it is not highly relevant to my research.