

Unit 6 Annotated Bibliography Assignment

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CM 220

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Commented [S.1]: The title page and document are properly formatted in APA style. For tips on formatting, see the Writing Center's video on formatting: https://youtu.be/G583_1VafKQ

*Please note that this is a **sample** Unit 6 Assignment to help inspire and guide your own original writing of the assignment. Be sure to review the assignment instructions and grading rubric, complete each task in the instructions, and contact the instructor with any questions.*

Unit 6 Annotated Bibliography Assignment

Thesis statement: Despite assertions that bullying is just kids being kids, the behavior actually comes from not understanding differences, disabilities, and specialness – a problem parents, educators, and others who work with children can use fiction to solve.

Commented [S.2]: Don't forget to include your revised thesis statement!

Constantinescu, C. & Samuels, C. A. (2016, September 6). Studies flag potential downside to inclusion. *Education Week*. www.edweek.org.

Commented [S.3]: Place the citation (using the hanging indent) before the annotation.

Constantinescu and Samuels (2016) review studies that suggest inclusion of special students with typical peers can be problematic, particularly for younger children. In fact, several studies indicated that typical children in kindergarten and first grade who have special needs peers in their classes are more likely to have behavior issues, problems with social skills, and lower scores in reading and math. The authors describe the experience of one education teacher who expressed concern that inclusion of special needs students in the classroom negatively influences the behavior of other students by precipitating and increasing incidents of verbal and/or physical conflict between the students (Constantinescu & Samuels, 2016).

Commented [S.4]: The annotations need to include a summary of the main idea of the source (be sure to remember an in-text citation!), an evaluation of that source's credibility using the criteria covered in units 5 and 6, and a reflection on the source's value to your project. Does it support your thesis or offer a challenge or misconception that you will need to rebut?

Education Week has been publishing since 1981, and they cover different angles on an array of education-related issues. The authors have published other articles in *Education Week* and elsewhere. The topics are all about education, but not all are focused on inclusion or special needs students, which helped me conclude that they do not have a biased agenda. Within the article, they cite research studies to support their ideas, and this article was published in 2016, making it recent.

This article could be seen as a challenge to my argument. Clearly, the described situation is unacceptable, but inclusion is not the problem; it is a lack of strategies and support to teach all

Commented [S.5]: Note that the annotation clarifies that this source poses a challenge to the student's thesis.

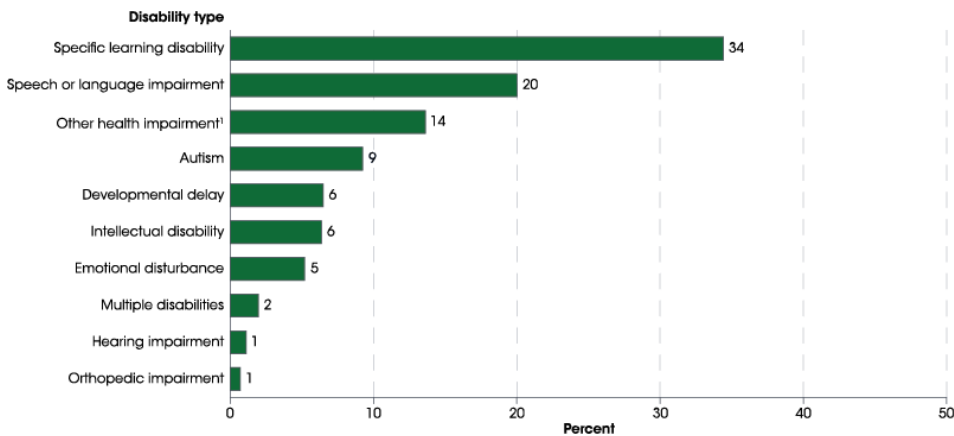
students appropriate responses to conflict, which will help them to develop empathy and understanding of differences.

National Center for Education Statistics (NCES). (2018, April). Children and youth with disabilities. http://nces.ed.gov/programs/coe/indicator_cgg.asp

This website has a helpful graphic from the U. S Department of Education that shows the percent of students, classified by disability type, who had accommodations due to disabilities during the 2015-2016 school year.

Figure 1

U.S. Department of Education, Office of Special Education Programs, Individuals with Disabilities Act (IDEA) database



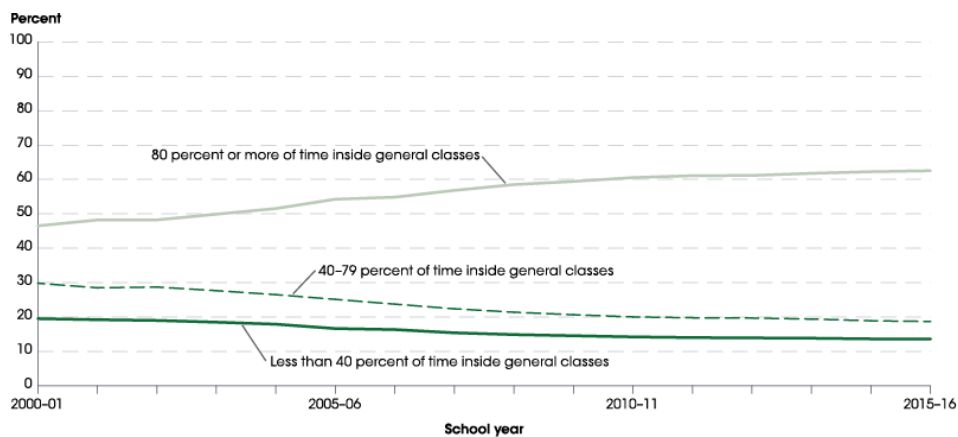
As the graph shows, learning disabilities, which could include issues like dyslexia, are 34% of those receiving special education services. Of the 6.7 million students (14% of the overall enrollment in public schools) receiving special education services in this year, 9% had autism and 6% had an “intellectual disability,” according to the U. S. Department of Education’s data (as

Commented [S.6]: Be sure to label figures. You will find a source in the Unit 9 Writing Center readings to help you with this, [Formatting Graphics and Visuals](#)

cited in National Center for Education Statistics [NCES], 2018). In addition to this graph, the site has a graphic about the amount of time that these children spend in general education classes:

Figure 2

U.S. Department of Education, Office of Special Education Programs, Individuals with



As this graph indicates, a majority of children with special needs spend 80% or more of their time in a general education classroom, a clear reason that typical children in those classrooms need to better understand disabilities (as cited in NCES, 2018).

I believe the National Center for Education Statistics website is a credible place to find statistics; the page was last updated in April 2018, and according to their home page, this center is “the primary federal entity for collecting and analyzing data related to education,” and it is housed within the U. S. Department of Education (NCES, “About Us,” n.d.).

Stopbullying.gov. (n.d.). Bullying and children and youth with disabilities and special health needs. <https://www.stopbullying.gov/at-risk/groups/special-needs/index.html>

This non-profit has developed numerous resources on its website to address the problem of bullying and kids. The page titled “Bullying and Youth with Disabilities and Special Needs” describes why children with special needs are more apt to be bullied, details how to create safer environments for these children in a school setting, notes the role of federal Civil Rights disabilities laws in this issue, and offers additional resources that could be helpful for parents, such as a tip sheet on special health needs (StopBullying, n.d.)

On their “About Us” page, the organization notes that it draws information from various government agencies and that it has an Editorial Board to review content that draws from people in government agencies like the Department of Education, the Centers for Disease Control, and the Department of Justice; furthermore, the site is maintained by the U.S. Department of Health and Human Services (Stopbullying.gov, n.d.). This site has a wealth of resources that will help me to develop my point that special needs children need special protection from bullying.

Walsh, M. (2015). Your child with special needs is being bullied: What can you do? *The Exceptional Parent (Online)*, 45(9), 42-43.

Walsh (2015) examines the particular challenges that special needs children face when being bullied and some reasons that they may be more likely to be targets of bullying. In particular, she notes that typical children just may not understand behaviors and cognitive challenges that come with disabilities like autism. She also notes an important problem that can arise for special needs children who are bullying victims—regression. This is when a child loses skills that he or she had previously developed, and this can be a particular problem in the classroom since these children already struggle to achieve academic success.

I found this article in the Purdue Global Library, which gives me confidence in its reliability, but I also base my evaluation on the fact that this was published in 2015 and written by a lawyer who specializes in advocating for children with disabilities. The publication has also been around for 45 years as of 2015. This article will help me to support my claim that education is crucial for addressing bullying of special needs children as well as why this is so important in a classroom setting—to address regression.

References

- Cassidy, E. (2018, April 2). Twitter changes reporting form to include hate against people with disabilities. *The Mighty*. <https://themighty.com/2018/04/twitter-changes-reporting-form-include-hate-against-people-with-disabilities/>
- Constantinescu, C. & Samuels, C. A. (2016, September 6). Studies flag potential downside to inclusion. *Education Week*. www.edweek.org.
- National Center for Education Statistics (NCES). (2018, April). *Children and youth with disabilities*. http://nces.ed.gov/programs/coe/indicator_cgg.asp
- National Center for Education Statistics (NCES). (n.d.). *About us*. <https://nces.ed.gov/about/>
- Stopbullying.gov. (n.d.). *About us*. <https://www.stopbullying.gov/about-us/index.html>
- Stopbullying.gov. (n.d.). *Bullying and children and youth with disabilities and special health needs*. <https://www.stopbullying.gov/at-risk/groups/special-needs/index.html>
- Walsh, M. & Krooks, L. (2015). Your child with special needs is being bullied: What can you do? *The Exceptional Parent*, 45(9), 42-43.

Commented [S.7]: A separate references page is not required for the assignment, but it is useful to practice! The first two citations, for instance, are from periodical with websites, so they're formatted differently than other web sources. (See the comment below.) Also, this includes additional sources that were used for the credibility evaluation component of the annotation.

Remember key rules about formatting the references page, such as using the hanging indent, alphabetizing entries, and ensuring that any sources listed here are cited in-text as well. For more details on reference page formatting and citations, see Academic Writer and review the APA resources in Units 5 and 6.

Commented [S.8]: Remember the "sentence level capitalization" rule for book, article, and web page titles. For help with web articles, review "Webpages and Websites (APA Style 7th Ed.)" at our "Common Citations" page.