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I teach senior high economics at a private school in Little Rock, Arkansas. The students all come from middle to upper class backgrounds. All of the students in my class plan on pursuing a college education. I have a total of twenty-five students in my economics class. As a result of being in a private school I do not have a lot of options involving special education resources. Therefore inclusion is really the only viable option. Of all my students I have four students with different literacy disorders. All of the others students are proficient or higher in all their test scores. Moreover 17 of the 25 have a 21 or higher on the ACT. Importantly we all have challenges it just so happens four of my student's challenges are different from the rest of the class.

The four students I previously mentioned have two separate literacy disorders. All of the students have varying degrees of dyslexia. Two of the students struggle with reading. They recognize individual letters but with more advanced words they struggle with pronunciation. The other two students when they write mix up certain letters most specifically g and j. All of the students struggle with communicating either in written or verbal forms what

they have either read or heard. In many cases they mix up details in longer books and articles.

More specifically two of the students struggle with dysgraphia. When writing they can get necessary information down on paper. However it's organized very poorly and is incoherent. They do not have a note taking format for their notes. No headings or bullet points exist. They are simply writing on the page line by line because they are simply trying to keep up. In many cases with larger words the students try to abbreviate them. However when going back over the notes they cannot remember what the abbreviation stands means. When they do get behind frustration grows and students simply start writing sloppy phrases.

Two of the other students struggle with visual processing disorder. They cannot effectively read maps and charts. Symbols and pictures do not really make sense in their minds. In certain areas of math they struggle but these areas are not emphasized in Economics. However the problems understanding pictures and graphs are a challenge in my class. Economic graphs possess a lot of information that is represented in varying forms. In many cases economics assignments require students to take this information analyze what the graphs are stating and answers

questions. In many cases the students get confused with the different forms of data. This includes symbols used for understanding economic information.

None of the students receive any special services. All of the students as well as the families strongly believe with hard work and determination acceptable grades can be earned. However all have been professionally evaluated and taken a variety of tests. All of them scored above average on the Woodcock Johnson. Unfortunately on the DIBELS evaluations they all did very poorly. The DIBELS test covers reading fluency. For my students this is a challenge. The Woodcock Johnson measures intelligence. My students are highly intelligent but in certain settings struggle communicating what they know. Our school did perform a curriculum based assessment and the speed at which they completed work was not equivalent with their peers or national averages. This assessment was testing simply the amount of time required for assignment completion. However I firmly believe their reading skills slowed them down.

Additionally they took the KEY math exam last year and all of the students results were average. However many of the students struggled with time management on the test.

The students spent too much time on hard problems which caused them to rush at the end.

All of the students work extremely hard. Many of the students do not posses very good note taking skills. They try to write down every word and then get behind. Additionally all the students become frustrated when they try and cannot complete a task. The students suffering with the visual processing disorder understand what the different symbols and pictures mean in graphs and word problems. However they struggle taking that information and finding answers to word problems. The students suffering from dysgraphia have a hard time communicating because their hand writing is very sloppy and sometimes they cannot read what they write themselves. Lastly due to the fact they process slower in reading it's hard for all of my students to stay on tract with their reading.

Although I am not a professional cognitive therapist I have evaluated them myself through blooms taxonomy. All of the students can obtain basic levels of knowledge from teacher directed instruction. Furthermore in an auditory sense all of the students comprehend information. Importantly those suffering from visual disorders struggle when information is in graphic formations. Moreover written information which requires reading is confusing for

the students. However when given time the students can apply information in the proper places. With guidance the students can complete any task. The students which struggle with visual processing sometimes cannot effectively analyze data without the explanation of context clues. All students when given a proper amount of time can synthesize information. They can defend or argue their points, its simply getting them the information in a coherent as well as organized format that is the challenge.

All of the students struggle with evaluating or creating. The highest level of blooms taxonomy is hard for all seniors. However without my help none of the students can write efficiently because they lack the organizational skills. The student's strengths are their hard work and determination. No motivational issues exist within the student's school career.

In my economics class students must have the ability to effectively complete the following tasks. Students should compare and contrast principles from readings, films, and lectures. Students should be able to identify causes and effects of different factors studied throughout the course. Students should be able to analyze and form their own opinions based on information presented in class as well as through homework assignments. Students should

be able to take information and give it meaning in the form of economic principles. Lastly students should be able to answer questions and solve problems in an economic manner.

My sub group of students needs to understand the basic principles of economics. They need to have the ability to explain these characteristics and see their surface differences. Also they must organize and categorize this information. Students need to comprehend not only what but how the economy can be changed through different resources. Also they need to see how the economy works and its effect on people. At the end of chapters students should be able to express their own opinions in verbal or written form about different topics. In the end students should be able to identify the core content of the course in standardized form.

This core content includes but is not limited to the following areas.

My goals for the students are for them to develop their life skills of organization and communication through economics. Secondly with my help I want them to master the content and express it in as good and creative form as possible.

The students will struggle with having legible penmanship in their note taking. Many of the students will

struggle with deciphering as well as applying information from different charts and graphs. All will struggle with completing in class work due time constraints. As stated before the students can handle the lower level learning sequences but more complex application is difficult. The students due to dyslexia will struggle with some of the more complicated economic terms and words. All the students will have a hard time remaining organized. Some of the students will lose or forget notes as well as assignments.

My philosophy with technology is efficient utilization of technology the better off everyone will be. Certain technologies exist which help students. As educators we must choose those resources that will most benefit the students. Students are constantly on computers and their minds are functioning at a very fast rate. Students are multitasking today. An example is talking on the phone, texting, and surfing the internet at the same time. Students are used to getting answers fast at the touch of a button on the computer.

In my mind to not include appropriate resources as much as possible in the educational classroom is doing the student a disservice. Students can access so much information at the touch of a button this will motivate

them to learn. Moreover technology helps people be more efficient and organized. Technology in the classroom should help students learn at a faster more advanced level. Technologies capabilities of presenting ideas in creative entertaining ways are under utilized in schools today.

Technology can revolutionize education for students with disabilities. The students I have would benefit greatly from doing their work on a lap top. Their messy handwriting and grammar issues would be solved through typing and spell check. Also I as the teacher could email them notes and PowerPoint's from the book or my own resources. With the information being saved on the computer then the problems of them remembering homework or assignments wouldn't be a problem. Also as the teacher I could video tape my lessons and post them online. Therefore the students could listen to my lectures as many times as needed. Furthermore with such easy access I could provide extra links that would help students learn about the topics and further explain diagrams or graphs. By directly providing the students information the areas they struggle with would be compensated for by more work from the teacher.

In summary my philosophy is for educators to find the technology that is most beneficial for students and apply

it as much as possible in the classroom. Technology should be used to help people stay organized and work more efficiently. Students with literacy challenges should find solace in technology. Technology should help students become better academically by meeting their needs. This should help students read and write with more clarity and form. Also it should instantly provide students with the information needed to help them complete assignments. Lastly it should be a tool teachers utilize to help their students turn their weaknesses into strengths.

A program I would have my students with disabilities utilize is Wynn Software. The software reads aloud the words while highlighting them. Therefore a struggling reader can still read the words but also here them. Furthermore they can learn words they do not know by hearing them pronounced and seeing them highlighted. With Wynn to get the text into the program all a user has to do is scan the material. Moreover Wynn can interpret online resource as well when they are put into the computer. Wynn also includes test talker software that can verbalize tests. Amazingly Wynn also includes a pop up blocker so students can learn with little distraction. The bimodal approach of Wynn also helps writing skills. Additionally

the software is spoken in multiple languages besides English. Also for different reading levels readers can pause between sentences as well as speed up or slow down the reader. Lastly if they do not like the voice that can easily be changed.

Currently in the school the only access I have is the computer labs. We have two computer labs with thirty computers in each lab. I have to schedule times to utilize these labs. However students can utilize their own lap top computers if they so desire. I try to use the computer lab once a week. The computers are basic PC's without any new software. However in the computer lab I have my student's research topics using the internet. Also they put together presentation on PowerPoint. Moreover I have students type up reports and other assignments.

My students utilize technology all the time in their personal life. Most of them have internet access on their cell phone. They all have a computer at home and spend multiple hours a say on the computer for work and pleasure alike. The students are excellent in their understanding of technology as well as how it works. The individual's parents would be more than willing to purchase technology to help their children with their disability.

The first program I would buy to help all of my students that struggle with dyslexia is the Reading pen from Wizcom http://www.wizcomtech.com. This text to speech pen is in my opinion the premier tool in helping students that struggle with reading. To begin using this application the user simply takes his pen and scans over the words of a book, magazine, or worksheet. Then after the pen processes the information it reads what the user scans. Therefore the user if unable to effectively read the information he/she can listen. In my opinion many advantages exist in using this product. First most text to speech application take time to utilize. The pen is instant as soon as the words are scanned. Also it still forces students to read or work on reading words. The students cannot just simply not read and let the machine do all the work for them. If they continue reading what they can then their reading skills will continue improving with a little help. This product showed me that the pen is mightier than the sword.

This pen would help my students in a variety of ways in economics. First of all when reading the articles as well as the text book I assign this tool can help them understand more difficult words. Also when taking tests or

other in class assignments they can work faster because they do not have to stop working for extra help.

The next product I would get in order to help my students with their written communication skills is the OK Writer http://www.syndicomm.com/mac/ok-writer/. One of the reasons some of my students struggle with their writing is because their hand writing is sloppy. I do allow them to utilize a laptop if they so desire. Most of them take advantage of this resource. Another reason they struggle is because they do not think about what their writing will sound like when read aloud or by someone else. This where the ok writer comes in and helps the students. The Ok writer reads back what the student's type when the students enable the program to do so. As a result of this students can hear and discover if their writing is appropriate. The program has a variety of voices to keep listening easy. Also the cosmetic functions available or fun for students to play with.

I believe this product will help students in economics in their communication. I have students analyze and summarize different articles. These summaries require concise simple language that must sound pleasing to the reader. Students hearing the text read will help them improve the flow and efficiency of their writing. Also

many times when hearing words students can find better ways to state or explain things. In some cases students need to use more advanced word choice. This programs forces to reevaluate their work which will definitely positively impact their grades.

The students I have that struggle with visual processing issues can be greatly helped by a software program called inspiration https://angel.msu.edu/section/content/default.asp?WCI=pgDisplay&WCU=CRSCNT&ENTRY_ID=AFFD40D744EE4E5CA77BAF1A48EA1EFD. Inspiration is software that allows students and teachers alike to organize information into forms they all easily understand. For instance some of my students find note taking as a great challenge. Well they can process more efficiently with diagrams, timelines, and concept maps. Moreover after getting to know my students needs I can then create for them a extra handouts or pages they could more easily understand. In some cases I could take a graph or chart and break it down into several concept maps that the students could ingest one step at a time. Instead of overwhelming the students with a borage or information they can learn utilizing the whole part whole concept.

I believe this organizational software would benefit not only the students but my as the teacher in

communicating economics. A simplified learning format with pictures and extra instruction would go a long way in helping students understand not just terms but the concepts of those terms. The concept maps would help students focus on the big picture while still maintaining attention to detail. Moreover the students could reach a point in which they make their own help sheets on these easy to use programs. Lastly in the history side of economics student's interactive timelines would be an easy way for information to be organized for chronological memorization.

In order to help my students with their reading skills I would purchase the read and write gold suite http://www.synapseadaptive.com/textHELP/read&write_gold/read&write_gold_default.htm). This program possesses a lot of great feature to help with literary challenges. The speech component of the program reads aloud the words and highlights them when being read. This product also contains a spell checker. This spell checker not only tells students if they are wrong or right but verbally gives them suggestions. Also included is homophone support. The program verbally gives suggestions for words that sound similar to the one typed in order to help ensure the proper word is utilized. Any document can be scanned into the program. Moreover a word prediction model exists to aid in writing. The program has

180,000 word dictionaries. The program has a fact finder.
This allows you to enter a topic you are interested in
learning more about and the program searches through six
search engines. Accompanied with this is the fact folder
in which you can store information and put into a creative
easy to manage forms. Moreover the Word Wizard guides
students are finding the best possible word. The
pronunciation kit is the most helpful tool for students.
When selected it audibly breaks words down into syllables
and clearly teaches students how to pronounce words.

This program would help my students in economics for
their major projects. I require students to do a research
paper and presentation every nine weeks. This program will
help the students organize this information. Also the fact
folder helps students with their reading skills. Students
save information into the folders and can make it into a
slide show of chart. By helping students organize the
information they will be better prepared to read it.
Better writers make better readers.

In order to help my students that struggle with
dysgraphia I would purchase the write online software
http://www.cricksoft.com/uk/writeonline/. This software helps students with
their writing. The price of this program depends on how
many computers the program is on. As the student types the

words are read aloud. This helps students with the clarity

of their work. The word prediction software is great. As

students type a bank or possible words pop up at the bottom

of the screen. The word frame feature is great because it

pops up sentences to help guide the thinking of a student.

A teacher can actually make their own word bank and word

bar. Therefore helping students use words or terms

emphasized in class.

I believe this will help students with their

communication in the following ways. Seeing examples of

sentences will stretch their ability to write. Also having

to do papers and projects this will guide them through

their written work.

As I started my paper with everyone possesses a

different set of challenges. Therefore using these

wonderful products have challenges. First of all students

and teachers both learning to use these products would take

time. Therefore they could not be immediately beneficial

to certain individuals. Secondly affording these products

would be a challenge in a school system with a limited

budget. Taking the proper time for training and training

others to utilize the software would be a challenge. Some

of these products must simply be learned through

utilization. Another challenge would be the technological

abilities of students. Although the products are easy to

use some basic knowledge is required. In the end the time

investment would be very rewarding. As technology is a

wonderful to help students with literacy disabilities.