**Reflection Process**

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Adapted from The Principal Portfolio, 2nd Edition (2000) by G. Brown and B. Irby

***Artifact: Identify the assignment. (Optional) Include any documents that support your completion of the assignment (documents may be scanned).***

Article 5: “Will Digital Accessible Books Improve Reading for Students with Dyslexia?” edSurge, January 27, 2015.

<https://www.edsurge.com/news/2015-01-27-will-digital-accessible-books-improve-reading-for-students-with-dyslexia>

***Describe: Describe the findings for the assignments.***

This article discusses options available for students with reading difficulties as it pertains to Digital Accessible Books. It focuses on a student who in 2nd grade struggled with reading and was becoming further and further behind. His older sister and mother both struggled with dyslexia. During the 3rd grade, Jose began working with a dyslexia teacher in Frisco ISD located in Texas. She gave him a reading assignment with an accessible book that he read on an iPad. His reading ability improved greatly and closed the gap within a couple of years.

***Analyze:******a. Describe the importance of the findings for the assignment.***

Questions currently being asked by educators include discussions on whether a child with a reading disability will comprehend more of what they read with accessible instructional materials. Also being questioned is how to modify testing accommodations so that students are able to demonstrate more knowledge.

***b. Include connections to your 5 year goals or desired position****.*

As a current general education teacher and future educational diagnostician, it is important to know all the current technology available to students with reading disabilities. Appropriate accommodations must be made at all times so that students are as successful as they can be. If digital books help students with reading disabilities, then every effort should be made by both the special and general education teacher to find that book, novel or article on line.

***c. Compare/contrast elements in your findings to your experiences or previous knowledge.***

There are many instructional tools available to children with disabilities. I have found that many of my resource students do better when I read to them first before they read. We always do a picture walk of the story first, then I read to them followed my student reading the story of the day. I also use a program called Raz Kids, which is a part of Reading A to Z. Raz Kids is an online reading program where students read at their independent level. They listen to the book first, then read the book and finally take a quiz while earning points to spend.

***Appraise:******Critique or describe whether any of your findings were beneficial to you or not.***

This article was very informative to me, because as a reading teacher of children with disabilities, it is critical that I find all the programs available to help my students read and close their reading gaps.

***Transform: a. Describe any future ideas or insights you gained.***

I plan on sharing this article with my special education team at school and discussing the possible opportunities for our students with reading issues (both general and special education) to use these digital books either on an iPad or tablet while completing their classwork.

***b. Describe future plans for use of the ideas presented, including any changes in your current practices or, describe how the information confirmed your current practices and/or beliefs.***

As mentioned above, it is important to find all the avenues available to students to help them demonstrate their knowledge without being penalized for not knowing how to read due to dyslexia or other learning disabilities.

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