

Special Education 513. Student's Name: Jillian Cannon Grade: 3/3/6 Rubric: 88% Yes/No  
 Rubric: Research Paper, Concept Paper 1, Concept Paper 2, Concept Paper 3 (Circle One) Safe Assign: Yes No

Criterion	Evaluation Categories/Outcomes			
	Does Not Meet Standard	Approaches But Does Not Meet Standard	Meets Standard	Exceeds Standard
<b>Presentation</b> <input checked="" type="checkbox"/> Appropriately uses rules of standard grammar, punctuation, spelling, capitalization, People First Language. <input checked="" type="checkbox"/> Purpose of paper is clearly explained. <input checked="" type="checkbox"/> Ideas and observations are presented clearly. <u>7</u> <input checked="" type="checkbox"/> Layout and format of paper are clear with <u>meaningful topical headings</u> that are consistent with assignment detail and explanation. <input type="checkbox"/> Citation of references and quotations throughout paper follows APA format. <input type="checkbox"/> References section of paper complies with APA format. <input type="checkbox"/> Paper is double spaced using 12 point font with appropriate headers/footers, cover page. <input type="checkbox"/> Paper is appropriately bound together, with title page.	1 pt (0-1 factor)	2 pts (2-4 factors)	3 pts (5-7 factors)	4 pts (8 factors)
<b>Literature Review</b> <input checked="" type="checkbox"/> Citations included are contemporary (i.e. within last 10 years) and are drawn from at least 3 refereed journals and textbooks. <input checked="" type="checkbox"/> Clear description of sample, method, measures, and findings is presented for each citation. <input checked="" type="checkbox"/> Literature presented is consistent with the expressed purpose of the paper. <input checked="" type="checkbox"/> Implications of studies are presented both within and across investigations. <input checked="" type="checkbox"/> Limitations of studies are identified.	3 pts (0-1 factor)	6 pts (2-3 factors)	9 pts (4 factors)	12 pts (5 factors)
<b>Ability to Draw Implications/Inferences</b> <input checked="" type="checkbox"/> Student has generated meaningful and valid implications/inferences from literature presented. <input checked="" type="checkbox"/> Student has generated ideas regarding implications of literature for current position (e.g. program or classroom). <input checked="" type="checkbox"/> Student has generated ideas regarding implications of literature for regional/national practice and policies.	2 pts (0-1 factor)	4 pts (2 factors)	6 pts (3 factors)	8 pts (3+ factors)
<b>Personal Insight</b> <input type="checkbox"/> Student has described associations and insights between literature and <u>personal</u> experiences. <input checked="" type="checkbox"/> Student has described associations and insights between literature and <u>professional</u> <u>years</u> experiences. <input type="checkbox"/> Student demonstrates an enhanced understanding of his/her own biases and tolerance for differences among children and families.	3 pts (0-1 factor)	6 pts (2 factors)	9 pts (3 factors)	12 pts (3+ factors)

3

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Special Education 513.  
Rubric:

Student's Name: Jelison Gamble  
Research Paper, Concept Paper 1, Concept Paper 2, Concept Paper 3 (Circle One)

Grade: 11<sup>th</sup>  
Evaluation Categories/Outcomes

Rubric: 30%  
Safe Assign: Yes No  
Yes No

Criterion	Evaluation Categories/Outcomes			
	Does Not Meet Standard	Approaches But Does Not Meet Standard	Meets Standard	Exceeds Standard
<b>Presentation</b> <input checked="" type="checkbox"/> Appropriately uses rules of standard grammar: punctuation, spelling, capitalization, People First Language. <input checked="" type="checkbox"/> Purpose of paper is clearly explained. <input checked="" type="checkbox"/> Ideas and observations are presented clearly. <input checked="" type="checkbox"/> Layout and format of paper are clear with meaningful logical headings that are consistent with assignment detail and explanation. <input checked="" type="checkbox"/> Citation of references and quotations throughout paper follows APA format. <u>See notes</u> <input checked="" type="checkbox"/> References section of paper complies with APA format. <input checked="" type="checkbox"/> Paper is double spaced using 12 point font with appropriate headers/footers, cover page. <input checked="" type="checkbox"/> Paper is appropriately bound together, with title page.	1 pt (0-1 factor)	2 pts (2-4 factors)	3 pts (5-7 factors)	4 pts (8 factors)
	<b>Literature Review</b> <input checked="" type="checkbox"/> Citations included are contemporary (i.e. within last 10 years) and are drawn from at least 3 refereed journals and textbooks. <u>There is referenced in paper</u> <input checked="" type="checkbox"/> Clear description of sample, method, measures, and findings is presented for each citation. <input checked="" type="checkbox"/> Literature presented is consistent with the expressed purpose of the paper. <u>No studies cited why?</u> <input checked="" type="checkbox"/> Implications of studies are presented both within and across investigations. <input checked="" type="checkbox"/> Limitations of studies are identified.	3 pts (0-1 factor)	6 pts (2-3 factors)	9 pts (4 factors)
<b>Ability to Draw Implications/Inferences</b> <input checked="" type="checkbox"/> Student has generated meaningful and valid implications/inferences from literature presented. <input checked="" type="checkbox"/> Student has generated ideas regarding implications of literature for current position (e.g. program or classroom). <input checked="" type="checkbox"/> Student has generated ideas regarding implications of literature for regional/national practice and policies.	2 pts (0-1 factor)	4 pts (2 factors)	6 pts (3 factors)	8 pts (3+ factors)
<b>Personal Insight</b> <input checked="" type="checkbox"/> Student has described associations and insights between literature and personal <u>experiences</u> . <input checked="" type="checkbox"/> Student has described associations and insights between literature and professional <u>experiences</u> . <input checked="" type="checkbox"/> Student demonstrates an enhanced understanding of his/her own biases and tolerance for differences among children and families. <u>discussing</u>	3 pts (0-1 factor)	6 pts (2 factors)	9 pts (3 factors)	12 pts (3+ factors)

See Me

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Special Education 513.

Student's Name: Jillison Gamone

Grade: 3/30

Rubric: 3/30

Yes No

Rubric:

Research Paper, Concept Paper 1, Concept Paper 2, Concept Paper 3 (Circle One)

Safe Assign: Yes No

Criterion	Evaluation Categories/Outcomes			
	Does Not Meet Standard	Approaches But Does Not Meet Standard	Meets Standard	Exceeds Standard
<p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>Appropriately uses rules of standard grammar: punctuation, spelling, capitalization, People First Language.</li> <li>Purpose of paper is clearly explained.</li> <li>Ideas and observations are presented clearly.</li> <li>Layout and format of paper are clear with meaningful topical headings that are consistent with assignment detail and explanation.</li> <li>Citation of references and quotations throughout paper follows APA format.</li> <li>References section of paper complies with APA format.</li> <li>Paper is double spaced using 12 point font with appropriate headers/footers, cover page.</li> <li>Paper is appropriately bound together, with title page.</li> </ul>	<p>1 pt (0-1 factor)</p>	<p>2 pts (2-4 factors)</p>	<p>3 pts (5-7 factors)</p>	<p>4 pts (8 factors)</p>
<p><b>Literature Review</b></p> <ul style="list-style-type: none"> <li>Citations included are contemporary (i.e. within last 10 years) and are drawn from at least 3 refereed journals and textbooks. <i>There is references on paper</i></li> <li>Clear description of sample, method, measures, and findings is presented for each citation.</li> <li>Literature presented is consistent with the expressed purpose of the paper. <i>no student cited why?</i></li> <li>Implications of studies are presented both within and across investigations.</li> <li>Limitations of studies are identified.</li> </ul>	<p>3 pts (0-1 factor)</p>	<p>6 pts (2-3 factors)</p>	<p>9 pts (4 factors)</p>	<p>12 pts (5 factors)</p>
<p><b>Ability to Draw Implications/Inferences</b></p> <ul style="list-style-type: none"> <li>Student has generated meaningful and valid implications/inferences from literature presented.</li> <li>Student has generated ideas regarding implications of literature for current position (e.g. program or classroom).</li> <li>Student has generated ideas regarding implications of literature for regional/national practice and policies.</li> </ul>	<p>2 pts (0-1 factor)</p>	<p>4 pts (2 factors)</p>	<p>6 pts (3 factors)</p>	<p>8 pts (3+ factors)</p>
<p><b>Personal Insight</b></p> <ul style="list-style-type: none"> <li>Student has described associations and insights between literature and personal <i>writing</i> experiences.</li> <li>Student has described associations and insights between literature and professional <i>writing</i> experiences.</li> <li>Student demonstrates an enhanced understanding of his/her own biases and tolerance for differences among children and families. <i>no's writing?</i></li> </ul>	<p>3 pts (0-1 factor)</p>	<p>6 pts (2 factors)</p>	<p>9 pts (3 factors)</p>	<p>12 pts (3+ factors)</p>

Rubric

See Me

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Concept Paper #1  
Revised

Critical Classroom Features in Creating a Responsive Program for Young Children and Their

Families

Jillian Cannone

Rhode Island College

SPED 513

December 09, 2010

## Critical Classroom Features in Creating a Responsive Program for Young Children and Their Families

According to Allen and Cowdery (2009), a responsive learning environment supports a child's efforts to explore and discover through interactions with other individuals, play materials, and activities. Children are supported and encouraged to explore their surroundings within a responsive environment. Allen and Cowdery (2009), state that children are supported through opportunities to access what is happening in the environment, make choices that respond to their suggestions, engage in experiences that evolve from simple to more complex, causing things to happen, and playing both alone and with peers. This type of environment must be matched to each child's individual developmental skill level and/or special interests. It may be geared towards all children; typically developing children, gifted and talented children, or children with special needs. The fundamental nature of this program is to begin at the child's current level of functioning and build up from there.

Creating a responsive program for young children with and without disabilities and their families includes a number of features. The most critical factors include aspects of the assessment process and formulation of IEPs, organization of the classroom environment, integration of therapists, and options and opportunities for family involvement. Organizing and implementing these features to build and maintain a responsive classroom can be very challenging and will be examined in this paper.

Bailey Jr., McLean and Wolery (2004) define assessment as the process used to gather information for the purpose of making decisions. The partnership with the family is essential throughout the assessment process, as the parent is a professional's most valuable resource when it comes to the child. Also, it is vital that the family's cultural, ethnic, and linguistic differences

are well known and respected. Assessments should be administered in the child's native language, and designed in that way, not translated, given by a cultural mediator (fluent in both languages), and test items should measure a child's strengths and weaknesses.

The process begins with screening; this is the practice used to identify children who may be in need of a more comprehensive evaluation. Screening is generally completed in a very brief time period, using low in cost tests and does not yield quantitative information relative to development. The information gathered in the screening process is used to decide whether the child should be referred for further evaluation, it is not a diagnosis.

After the child has undergone the identification for referral or screening, if they are in need of further evaluation, the diagnosis/determination of eligibility begins. This process is used to determine whether or not the child has a disability or developmental delay that is hindering their performance and meets the criteria specified by the state to receive special education services (McLean, Wolery, & Bailey Jr., 2004). Diagnosis/determination of eligibility generally addresses medical conditions, general developmental functioning, sensory and motor functioning, and adaptive behavior in the child's natural environment.

After the child has been diagnosed and/or eligibility has been determined, the process moves into the program planning stage. At this point, a team of qualified professionals works together with the family to identify the special services needed by the child and the family. Also, the format in which the child will be serviced is decided with the family; for example, in the home or at a center, areas to be addressed, etc. Finally, this stage also entails the formulation of the IEP/IFSP goals, objectives, and benchmarks for the child.

Assessment procedures continue, even after the IEP/IFSP has been developed with program monitoring and later, evaluation. The child's progress in working towards meeting the

specified objectives must be monitored regularly. Progress tracking allows the professionals to determine to what extent progress is being made towards goals, and in turn, what adjustments (if any) need to be made to the child's program or goals. The purpose of evaluation is to make decisions about the effectiveness of the intervention program for individual children (Allen & Cowdery, 2009).

The organization of the classroom environment is very important in the design of a responsive classroom. The children need to be able to access their environment and be able to actively engage in activities. Children discover while working with materials; play is like student directed learning and should be encouraged. All materials in the classroom should be at the children's eye level and easily organized. To foster independence, children should know how to put things away, shelves may be labeled to help with the process. Materials should also be checked for safety and appropriate age levels. The environment should have an order and be reset each time materials are put away so that each child has the chance to play with it new.

All expectations should be communicated to the children so that they are clear. Unnecessary errors and loud, cluttered areas should be avoided. A positive climate should be ensured. The classroom should be even room for children to move around, discover things and play. Children should be able to move freely within the classroom but yet not have so much freedom that they could run or make unsafe choices. All areas should be observed by the teacher in order to rearrange any centers when needed and the teacher should have a place in the room that they are able to see 100 percent of the room.

A responsive learning environment would provide a variety of types of learning to engage and encourage children. For example, self help skills, toilet facilities, and teacher structured activities. In teacher structured activities, the student engage in experiences that

evolve from simple to more complex by first working within a small group related to skills the children need to work on and then moving to continuing practice on their own. In working independently, the children are enabled to cause things to happen and playing both alone and with peers. The idea is to increase student's choice in their learning by allowing selection of teacher structured activities.

Children should have an area to place their personal belongings, such as a cubby or a hook in a closet if cubbies are not available. This area should be kept close to both the exit and toilet areas for convenience. Also, children should be allowed to retrieve personal belongings from this area for nap or lunch time to allow for independence. Nap areas should be in a quiet place away from distractions. Soft music may be played and curtains/blinds may be shut. Cots should be stored in an area where children can assist with setup and cleanup. Toilet facilities should be equipped with space to move around, a handrail for independence in sitting and a stool for feet to ease the fear of falling in.

Family involvement is vital in all aspects of education and for all children. Including parents in their child's education is beneficial for both the teacher and the parents. Parents are able to provide information that only they would know through being the parent of the child. Involving the parent also helps them to understand the school's teaching approaches and goals for their child which can help to create a level of trust between home and school. Teachers need to work hard to develop trust with the parent through talking to them honestly and sharing concerns in a compassionate way.

Communication with parents can keep them involved in the classroom and activities. This can be done in a variety of ways, such as informal exchanges, parent observations, telephone calls, written notes, email, two way journals, audio and videotapes, and newsletters.



Parents can also be invited to attend large group parent-teacher meetings, similar to an open house, to share information that affects the group (curriculum changes, staffing, etc.). Aside from these methods, parents can also choose to be involved in individual parent conferences to provided one-on-one time with the parents and time to focus specifically on their concerns. Parents should feel as though they have a variety of ways to access the teacher for support and concerns. Parents may be involved directly in the classroom by being invited in by the teacher to volunteer and visit. Teachers may also wish to offer family activities.

Integrating therapists into the classroom routine is also a very critical aspect of a responsive environment. Case-Smith and Holland (2009) believe that to learn new skills, children need frequent practice and multiple opportunities to experience the activity. In order to allow for frequent practice, therapists work with children in their natural learning environments. Focusing on the child's natural routine is likely to have greater meaning to the child than when the child works with the therapist in an alternate location away from the classroom (Case-Smith & Holland, 2009). Although this sounds very beneficial, it does have some limitations. For some children (with and/or without disabilities), having therapists in and out of the classroom working with various children may be very distracting. Integration of therapists into the classroom may vary from year to year depending on the students in the environment and their personal needs. Also, for the children working with the therapist, staying in the classroom may be distracting as well; they may have a difficult time focusing on the tasks at hand.

Also, when therapists work with their students within the classroom, this allows for other teachers to observe therapeutic strategies, and for therapists to model strategies, that the teachers can later implement even after the therapist has gone. This provides the student with more frequent practice and specified strategies towards functioning in everyday classroom routines

while being able to remain in their natural environment. Case-Smith and Holland (2009) reviewed the need for flexible and dynamic service delivery models and described how therapists make decisions about what blend of service delivery methods will best serve the child. They concluded that a flexible service delivery model allows therapists to provide different levels of consultation and direct service according to the child's needs, the teacher's concerns, and changes in the environment.

Incorporating the therapists into the classroom allows them to become a part of the routine as well as to observe the performance demands that are being put on the child that he/she is working with. Awareness of these aspects of the classroom, allows the professionals to work more closely together to generate common goals and even cross-disciplinary goals for the child. All of the professionals being on the same page about the child's needs will help to promote practice of specific skills in different contexts and work together to create the most responsive environment for the child.

I believe that this type of environment proves to be very beneficial for the children. After working in a classroom that employs a similar theory, and seeing how the children act differently and are able to solve problems with peers because of their confidence in their independence, I very much agree with the benefits of this design. I think that the students are more enthusiastic about learning when they are in charge of the activities and allowed to choose their centers.

Also, incorporating the therapists into the classroom is beneficial for both typically developing peers and children with special needs. The children working with the therapist are able to remain in their natural environment and practice skills that are specific to their routine, while typically developing peers are able to observe strategies for helping their classmates and developing tolerance and understanding. I think that children will be more accepting and

understanding of peers with special needs if they are able to see other teachers working with the child on various strategies and observing what they are working on.

I also agree with the degree of family involvement, especially in the area of assessment and formulation of an IEP or IFSP. Sometimes families can be overwhelmed by the idea that their child needs extra help, and I think that the more families are involved and welcomed to participate in the process, the more at ease they will be with the system. I think that families need to be able to understand the needs of their child and how the professionals are going to work with the child and their families to strengthen these areas of weakness. Also, working with young children, involving families helps to make the process less stressful for the child and can often help to gain a more accurate picture of the child's needs. I believe that there is no more valuable source than a parent when you are working with their child. A responsive classroom seems as though it would be very beneficial if all of the appropriate aspects were included and professionals were able to work together to implement the program.

## References

Allen, K., & Cowdery, G. E. (2009). *The Exceptional Child Inclusion in Early Childhood Education* (6th ed.). Clifton Park, NY: Thomson Delmar Learning.

Case-Smith, J., & Holland, T. (2009). Making Decisions About Service Delivery in Early Childhood Programs. *Language, Speech, and Hearing Services in Schools, 40*(4), 416-423. Retrieved from [http://0-vnweb.hwwilsonweb.com.helin.uri.edu/hww/results/results\\_single\\_fulltext.jhtml;hwwilsonid=U2HAFOAC1CREHQA3DIMCFGOADUNGIIV0](http://0-vnweb.hwwilsonweb.com.helin.uri.edu/hww/results/results_single_fulltext.jhtml;hwwilsonid=U2HAFOAC1CREHQA3DIMCFGOADUNGIIV0)

McLean, M., Wolery, M., & Bailey Jr., D. B. (2004). *Assessing Infants and Preschoolers with Special Needs* (3rd ed.). Upper Saddle River, NJ: Pearson Education, Inc..

Special Education 513.

Student's Name: Jillian Cannone

Grade: 3/6/3/6

Rubric: Yes No

Rubric:

Research Paper, Concept Paper 1, Concept Paper 2, Concept Paper 3 (Circle One)

Safe Assign: Yes No

Criterion	Evaluation Categories/Outcomes			
	Does Not Meet Standard	Approaches But Does Not Meet Standard	Meets Standard	Exceeds Standard
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