

SPED 310

Classroom Structure Project

EXAMPLE: Target

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Introduction:

This paper describes the structure of three different classrooms containing grades first to fifth. The classroom structure depends on space, materials, equipment, walls, ceilings, bulletin boards, floor space, storage space, procedures, and use of rules, cuing, transitions, and schedules. (Walker, Shea, Bauer p.255-262) In order for the classroom to be effective it must be planned and organized to aid learning and behavior management. The more thoroughly a classroom and program are planned, the greater chance of success exists for the children and the teacher.

Knowledge of School:

Emma G. Whiteknact School is located in East Providence. This is one of nine schools located in East Providence. It is a public school that serves two hundred and fifty five students from kindergarten to fifth grade, fifty one percent are males and forty nine percent are females. In 2006 there were ten students for every full time equivalent teacher. I was informed that this school recently had many changes taking place. According to teachers and aids these three classrooms I am observing are new to the school. Therefore, this is the first time that many of the other staff members have had interactions with children that have autism. This program was moved from a different school and they expected that a lot of students from the other school would continue in the program at Whiteknact. Yet, the parents were informed that they held the power whether to say no or yes and many did not feel as this program was as beneficial as the older one. Therefore, this resulted in a lack of students and a great amount of staff due to the numbers of students they expected to be entering the school system.

According to Info works for the school year 2007-2008, the racial/ethnic backgrounds that attend Witeknaact are sixty nine percent White, three percent Native American, six percent Hispanic, two percent Asian, and twenty percent African American. Thirteen percent of these students are receiving ESL and eighty seven percent are not. There are four percent of students that are in a self contained classroom, eighteen percent are in general education with supports, and seventy nine percent are not receiving special education services. Students that are eligible for subsidized lunch programs are sixty seven percent and thirty three percent are not eligible.

The salt survey data indicates that this school has eighty four percent in the school climate category; this is four percent higher than R.I elementary schools. There is seventy five percent parental involvement, seven percent higher than R.I elementary schools. The attendance rates are ninety four percent; this is one percent lower than other elementary schools.

According to the learning and achievement portion of the info works data, in third grade the students have improved in their proficiency in mathematics, only sixteen percent of students remain substantially below proficient compared to the previous years it was forty six percent. In reading there was improvement as well, only nine percent are not proficient compared to the previous year there was forty percent. In fourth grade eighty six percent of students are proficient in math and eighty seven are proficient in reading. There are is only fourteen percent of students that are not proficient in math and thirteen percent in reading compared to the previous year of thirty five percent and twenty seven. In fifth grade the percentages appear to drop a bit, forty four percent of students are proficient in math and thirty five percent are not proficient, forty six percent

of students are proficient in reading and nineteen percent are not, and thirty three percent of students are proficient in writing and thirty eight percent are not. There is improvement over the years, but it is small progress.

The family and poverty indicators section allowed me to observe how many children under the age of eighteen are living in poverty in Rhode Island; in 2007 it was seventeen percent. The percent of births to mothers with less than high school diplomas in Rhode Island from the years 2003-2007 are fifteen percent. Also, the parent participation rates have significantly decreased over the years from about seventy nine percent to about forty one percent. However, the parents did vote about ninety percent that they either agree or strongly agree that the community supports the school. Also, about fifty nine percent of parents agree that the school contacts them if their child does something well or improves and about seventy nine percent of parents agreed that the school contacts them if their child is having a problem. Also, about eighty one percent of parents agreed that the school responds to their concerns and request in reasonable time, eighty percent agree that the school will offer a parent-teacher conference with them, and about sixty five percent agree that the school asks them to volunteer.

Setting and Students:

My observations took place in three different rooms that were located directly next to each other. The students all shared the same broad disability, autism, yet some were at different ends of the spectrum. These classrooms were self contained, but some students were scheduled to leave for inclusion classes. The first classroom contains three students, the second classroom has five students, and the last classroom has two students. There are not many students, but there are many aids in each classroom. The first

classroom has one classroom teacher and four aids, but three students. The second room has one classroom teacher and about four aids that I have observed assisting. In the last classroom there is one classroom teacher and one aid. These individual classrooms are basically like one big classroom. The teachers and aids are always collaborating, so it is hard to tell which aid belongs with which classroom because they go wherever they feel they are needed or where they are instructed to go.

On the first day of my observations I randomly selected four students from these three classrooms. The first student will be called Vinny for confidentiality purposes. Vinny is an eight year old male in the third grade. He is diagnosed with ODD and PDD-NOS, is a diagnosis for people who are well-described by the "PDD" label, but cannot be categorized by any other disorder. It is usually milder than autism and has similar symptoms to autism, with some symptoms present, and others absent. This disorder is sometimes called "atypical autism" by autism specialists. Children with Oppositional Defiant Disorder display difficult behavior to the extent that it disrupts their learning, school adjustment and sometimes with the child's social relationships.

The strengths that Vinny has at present levels of functional performance are he benefits from routine and consistent schedule and he begins to answer simple questions accurately. He prefers hands on activities and is friendly and greets people. Vinny enjoys sensory based activities and responds well to consistent sensory support such as, brushing, deep pressure, and heavy work. He has improved balance and calming strategies such as, yoga and deep breathing. He requests objects and calls attention to what he is involved in. The needs that this student has are one on one or small groups and he needs help staying on task and behaving. Improvement needs to be made in receptive and expressive vocabulary and he benefits from visual or auditory cues to aid in word retrieval in applying appropriate syntax when expressing himself. Pictures

assist him in responding to more complex questions of why and when. He needs to work on tying his shoes independently and improving his self regulation skills and decrease his sensory seeking behaviors. Vinny has difficulty to maintain appropriate voice volume when arousal levels increase and oppositional behaviors results, including: yelling, refusal to perform tasks, throwing materials, and laying on the floor. He needs to be cued to choose activities or describe how he feels.

The strengths of Vinny on present level of academic achievement are numerous sight words and production of sounds for individual letters and some vowel combinations. Also, he identifies numerals to 3,000 and identifies more or less to 100. He can add and subtract with touch points and is learning facts. Vinny can tell time to the minute on the clock and he has strong visual motor skills. His handwriting legibility has improved and writing rule cards have been effective as visual reminders. Some of the needs Vinny has at his present level of academic achievement are he has to learn abstractions through concrete methods and increase sight words, especially multi-symbolic and multi-letter sound combinations. Improvement is needed in his composition of stories he reads and in money skills along with time concepts. There is a need for work in computation and manipulation of numerals especially with regrouping and he needs to further refine handwriting and functional keyboarding skills.

There have been goals that are set for Vinny throughout the different subjects. The goal for him in speech is to improve ability to apply appropriate syntax when using more complex sentence structures to express ideas and thoughts. In written expression the goal is to create by writing or typing three to four sentences demonstrating correct letter formation, spacing, spelling and punctuation. The goal set for reading is using knowledge of sounds, syllable types, or word patterns, including word families and word endings to identify regularly spelled multi-syllabic words. In mathematics the goal is for him to use strategies to compute addition and subtraction problems and skip count by a variety of numbers. The goal set for Vinny in behavior and self

regulation is he will use appropriate verbal requests to express dislikes, wants and needs while maintaining safe hands/feet, quiet voice, and without behavioral.

Through observation I was able to ^{see} Vinny's social and personal skills. On the first day of observation I noticed that he was not easy to approach and had difficulty communicating with me because I was a new face. When I went to library with him I happened to start staring at him and did not even notice I was doing so, Vinny noticed though and responded by shouting out, "Hey, what are you looking at!" Also, I noticed he tended to keep to himself when it came to interaction with peers. When break time would come after a lesson he would prefer to play with himself rather than the other boy in his reading class. Yet, I noticed he was sociable with the staff and teachers and had no problem communicating with them. After entering the classroom a couple more time I began to notice a completely different Vinny from my first impression. Finally, he was becoming familiar with me so he came up to me and asked my name, and then shared what he made in art. Ever since that day he has been extremely friendly and social towards me. Also, when his fellow classmate entered the classroom from her regular education class he played games with her. Therefore, I would conclude through these observations that Vinny is social and has great personal skills, but it takes time for him to warm up to you. If he feels comfortable he is personable and friendly.

→ often see this - staff respond better than peers, so if it's an option, they'll choose staff.

Some unique characteristics of this student are he constantly makes noises. Every visit I made to the school and observed him he was making random comments that did not make sense, saying a bad word, or singing. The aids believe that he does not even realize he is doing this sometimes because they cue him to be quiet and he believes he was not saying anything. Most of the noises he makes come from Sponge Bob Square Pants because the students are infatuated with this movie and watch it almost every Friday. Also, I noticed that he often claims he does not know material during lessons when he really does an example would be when he was just asked what color are the noun reading rods and he responded correctly with "green". Then a couple minutes later the same question is asked and he replied with an "I don't know!" Vinny likes to

depend on the aids to pick the rods needed for his reading lesson. Also, he loves to refuse to do multiple tasks, but if the instruction is rephrased he will agree. I have not observed him have one intense behavior or outburst for the most part he is well behaved and listens well to instruction with the help of aids and visual cues.

The next student is called Amanda and she is a female that is nine years old and is in fourth grade. She is diagnosed with autism. Her functional performance strengths as stated in the IEP are that she has shown improvement with interaction skills and self control with proper programming. She enjoys working with others and being with typical peers. Improvement was made with her ability to process sensory information in a functional manner throughout the school day. She no longer relies as heavily on a sensory diet for self control and she has made gains in handwriting, visual perspective skills, fine motor skills, and visual motor skills. Amanda is able to copy a long paragraph into print, utilizing proper formation of letters, uniform sizing of letters, correct orientation on the line, and appropriate spaces in between words. She is making good progress learning lowercase cursive alphabet and is able to copy simple words onto two lined paper appropriately. Amanda's developmental test of visual perception demonstrated an overall average score in all areas. She demonstrates several age appropriate oral language skills including grammar vocabulary and some conversational conventions. Amanda uses the age appropriate voice, articulation, and fluency. The needs Amanda has are she works well in small groups and requires frequent teacher check ins to stay focused when she is presented with an unfamiliar task or becomes frustrated. She needs an adult to help produce her thoughts onto paper then she is able to copy the writing legibly. On the developmental test of visual motor integration she scored just below average range, but it was still considered an improvement. She exhibits poor posture, seeks out movements, seeks out touch, and may be sensitive to loud noises. Amanda is able to complete two out of the five steps of shoe tying. The improvement needed in language skills, ability to remember, and process and use information. Also, she must improve her understanding of non literal language.

→ Very difficult for children on the spectrum

The strengths Amanda has in her present level of academic achievement are she exhibits strong math skills evidenced by the score of 3 on her NECAP test and she is testing on grade level in reading. Her decoding skills are strong and fluency and vocabulary are strengthening as well. Amanda's writing has improved as far as content. The needs for Amanda according to the IEP are in reading there must be more intensive instruction with reading comprehension. Her penmanship is not always neat and sometimes requires prompts to extend thinking. She needs immediate redirection when getting frustrated, off task, or becoming perseverant about things. This student needs the support of a trained teacher to be successful and the support of a visual supports staff person.

There have been goals set for Amanda in her different subjects. The goal for math is she will develop strategies to identify problems and use them to solve the problem. In reading she will continue to develop her comprehension skills along with the reading level to demonstrate her understanding of literary and informational. The writing goal that was set is she will be able to write multiple paragraphs with the appropriate grammar and sentence structure. A self control goal was set to develop skills to stay calm and request help from an adult when angry or frustrated. Amanda's visual motor goal is given visual models as necessary she will demonstrate the ability to successfully complete written tasks, utilizing various forms of written communication (print, cursive, typing). The fine motor/self care goal is to demonstrate the ability to tie her shoes independently given one cue. The oral language goals that were set are given instruction and practice with visual supports and adult prompts she will follow complex verbally presented directions with three details to participate in structured therapy activities. Also, she will infer information and recognize non-literal language in verbally presented stories in structured therapy activities. She will tell narrative or stories with adequate detail, sequence, grammar, and word order. Amanda will correct errors or elaborate a narrative or story, upon request.

Through observation I have noticed Amanda's personal and social skills. On the first day of observation she had an outburst. This outburst was ~~due to~~ ^{involved} swearing at her fourth grade friends

and pretending to bit them. Therefore, my first impression was that she was lacking social skills. She wanted to know who I was, but instead of asking me she asked the classroom teacher. The teacher replied by saying what don't you ask her yourself, but Amanda was not ready to do this yet. I believe that at first Amanda is not social, but once she gets to know you she opens right up. When I went to observe her in her regular education art room she offered help to her peers and displayed her work to her peers and the teacher. She appeared to be very social in her regular education classes, Amanda talked to the boys and girls and they all appeared to get along well. Some interesting characteristics I noticed about Amanda are that because she is in regular education classes she feels as though she does not need to listen when she's in the special education room. Also, she tries to bargain with the aids and teachers. When Amanda demonstrates a good behavior she wants her reward. I believe that she is extremely intelligent and despite the one outburst I observed she functions successfully with her peers and teachers.

The third student I have been observing is James, he is an eight year old male in the second grade. He is diagnosed with autism. According to his IEP his present strengths in functional performance are he is able to manipulate clothing fasteners to perform clothing management for ABL skill of toileting independently. Also, he is able to complete steps of hand washing with moderate independence (minimum verbal cueing) for timeliness of task. The needs of this student are he has difficulty initiating and sustaining on classroom tasks and he is able to maintain attention to seat work for up to 5/10 minutes with moderate verbal, visual, and physical prompting. James has a built in sensory self regulation techniques/breaks throughout his day and it seems to assist him with overall daily work. He enjoys visual and tactile experience of books, putting together simple four piece wood puzzles, building vertical towers with blocks, and walking around his classroom. James enjoys the proprioceptive and vestibular inputs from jumping on the trampoline, propelling himself in prone and ^{seated position} sitting on the scooter board. This student demonstrates poor safety awareness within the classroom environment as evidenced by self-stimulating activity from movement of his pencil/ruler in front of his eyes. Also, sharp

objects are a concern to him as well as the classmates. Therefore, they try to use alternative objects such as, rubber chew toys, but behavior escalates when sharp objects are taken away from him. It requires increased amounts of time with minimal physical assistance to put his shoes on and James is dependent for shoe tying. He requires moderate assistance to complete buttons on his jean jacket, to dress appropriately for school activities of physical education, recess, and for the end of the school day to get onto the bus.

In the IEP goals were set for James in multiple subjects. The goal for him in math is he will increase his math skills and will learn basic coin and measurement skills. James' social skills goal is he will continue to develop strategies to improve peer relations. The sensory regulation goal is he will attend to initiate and sustain on seatwork for up to 15 minutes. James goal that was set *in the area of development* for emotional/behavioral was he must demonstrate improved safety awareness *across what*. A speech goal that was set for James is, he will advance his expressive and receptive language skills.

James does demonstrate some social skills and personal skills. Through observation I noticed that he does not like to make eye contact with people and he does not engage in conversation. In order for him to reply to his peers he often needs a prompt. An example of this would be his classmate said good bye to him because he was dismissed early, but James did not reply until an aid repeated the statement made by his peer and asked if he was going to reply. Yet, while talking to the aids I was informed that significant progress was made socially. According to the aids last year he would not even play with his peers at recess and could not make eye contact with them. While observing him at recess I noticed he was directly staring into his classmate's eyes while playing a game of who can scare who first. Even though the language lacks when he communicates with his peers he still is putting forth effort. There is even a friendship fight going on in the classroom for his attention and *who* they want him to seat next to them during the movies. James does not use safe hands, he has a tendency to place his hands down his pants and when instructed not to he continues with a big smile on his face. Also, he loves pencils and steals them every chance he gets. *Who* Once he has these sharp objects in his possession it poses a serious

threat. Some interesting characteristics that I noticed about James are that he is friendly even if he is not familiar with you. When I first walked into the classroom he gave me a huge smile, but when you try to engage in conversation he does not listen or will not reply. He gets along well with all his classmates.

The last student I have been observing is called Mathew and he is a five year old in the first grade, he is diagnosed with autism. According to the IEP his functional performance strengths are, he is happy and friendly and works best in a structured small group setting. Mathew is able to follow daily schedules and routines with aid of visual supports with minimal prompts. He plays well independently and participates in classroom activities. Mathew is a perfectionist and wants his work to be perfect. Also, he enjoys one on one teacher time. The needs for Mathew are he becomes frustrated at/during independent work time and needs support from teachers to complete the task. Also, he becomes distracted during a group lesson and has to be redirected with aid of visuals. Mathew needs to improve on social skills while interacting with his peers and to sustain playing with peers because as of now he prefers to play alone.

The present academic strengths Mathew has are he enjoys listening to stories, music, and working with puzzles. Also, he recognizes his first and last name in print and he can write his first name. He knows fifteen uppercase letters and can sequence 1-3 pictures to tell a story. Mathew sings songs learned in class during his "choice" time and can name the nine basic colors. This student can rote count 1-12, sequence numbers 1-12, and names numerals 1-12. Plus, he knows basic shapes and can make an AB pattern. Mathew sorts items using various attributes and he is able to string beads following an AB pattern. This student can copy formation of a face using wooden pieces and beads and uses proper pencil grasp and scissor grasp. Mathew is able to print his first name using upper case letters and enjoys motor planning yoga stretches. The academic needs stated in the IEP are that Mathew needs to improve his pre-readiness skills in literacy and math. Also, he needs to learn how to cut out shapes with increased accuracy and will practice writing his full name within smaller spaces and utilizing lowercase letters. Mathew needs to

follow more than one step projects and he will learn to form all lowercase letters, uppercase letters, and numbers 0-9.

The goals that are set for Mathew in different subjects are listed on the IEP. The literacy goal is that he will recognize and name all upper case and lower case letters of the alphabet and will identify the primary sounds represented by most letters. Also, he will respond to simple questions about a book's content. The goal set for math is he will demonstrate conceptual understanding of rational numbers with respect to whole numbers from 0-12. Mathew's behavioral goal is he will develop skills to work/play with other students. The OT goal is he will complete paper/pencil scissor tasks given visual models. The goals set for Mathew for pragmatic language are given instruction and practice with visual support he will demonstrate pragmatic skills to participate in therapy group activities, including: turn taking in conversation and games, attending to other speakers, maintaining topic and repairing misunderstandings during therapy activities. Mathew's goals for oral language are given instruction and practice with visual support he will tell a six sentence story about a six picture sequence with adequate detail, correct grammar, and syntax during therapy activities. Also, he will define and describe curriculum and therapy vocabulary with two characteristics and categorize it in structured therapy activities. Mathew will refuse or request activities with language (verbal, picture, or sign). Lastly, he will answer factual wh-questions about verbally presented stories with pictures during therapy activities.

Mathew appears to be social and reveal personal skills. There are times where he keeps to himself during break or while performing an activity. Yet, at recess he appears to get along well with a particular girl and other boys. Also, he will talk to you even if he does not know exactly who you are. Mathew does not entirely make eye contact with you and when asked questions he sometimes ignores them and will not reply unless you repeat the question. Also, he does not follow the safe hands rule. His finger is constantly up his nose and he drops food on the floor, such as, popcorn, and picks it up and eats it. Even though he is reminded to get a tissue he would not do so

if he was not instructed and he would not wash his hands if he was not instructed. There are some unique characteristics I noticed about Mathew, he loves green. When he was in library coloring everything needed to be green and when he was instructed to use a different color and outburst would occur. Also, he knows everything about dinosaurs and can pronounce all of the difficult names. He even makes dinosaur noises during his seat work. I noticed that he whines a lot if he does not get his way and he loves attention. Mathew is always hugging and ~~and~~ loves to be next to them. Also, he is so easily excited over reading a story, looking at dinosaurs, or receiving Nintendo. He is very polite when he receives his rewards, you can tell he really appreciates them.

Physical Arrangements:

When you walk through the door and turn to your right there is a row of coat hangers where all the students place their belongings. Then on the right of the door there are two computers, not next to each other. There is a wall that separates the closet from the classroom. On the left side of the room is a blackboard, a section that contains information about money, and the door to the next classroom. There is a bookcase in front of the black board, four student desks in two columns with two rows, next to the last column is the teacher's desk, and in front of the teacher's desk is a small desk that fits two students. Directly across from the entrance door are the window and the heater. Next to the window is a bunch of shelves containing supplies and materials. On the right side of the room (going from left to right) is a door to the next classroom, students' mailboxes, and a flag. There is another black board with a section containing a calendar, the different seasons, and the month. In front of the blackboard is a round table that contains one seat for the teacher which allows her to be facing all the students and five chairs for students. Next to this table is the T.V that is used to watch movies as a reward. Where the wall is separating the classroom from the closet is a blackboard on the other side and on the left of the blackboard is another teacher's desk and then a table that seats four students. Near the closet are a clock and a sink. (Refer to drawing #1)

The other room I am observing in is the next room over. This room has the same structural set up as the other room. There is a closet when you walk in on the left. The wall has a blackboard with the months listed, the weather, and there is a calendar. Next to this are all of the students' jobs and the students in the class. There is a sink located next to the closet and there is another black board and the teacher's desk. Next to her desk is one student desk; on the right of her desk is a door ^{to} the other classroom and a closet containing supplies, materials, and games. Then, next to the closet are four windows and a heater. In the middle of the room are a circle desk with one chair, a square desk for two students, and a rectangular desk for four students. On the right side of the room there are four desks and one writing center set up with dividers between them. In front of these desks is a blackboard containing student work and the alphabet going across the top. After the last desk toward the entrance door is a visual reminder of the schedules for each student, they are written and there are pictures. At the bottom of each schedule is a milk carton where then students place each picture once they have completed it. (Refer to drawing #2)

Rationale:

Positive Influences:

I believe that the dividers in between desks are very effective because it allows the students to not become distracted by the other activities that are taking place around them. Also, the variety of ways the desks are set up allows from consent changing of seats, which allows movement. The students can sit together and socially interact or if they wish to be by themselves one day they can be placed at an individual desk. On one of the days I was observing there was turbulence created in the classroom because one student was allowed to play a game on the computer and the other students noticed. This resulted in the students not paying attention to what they were suppose ^d to be doing instead they were watching the computer and began crying. Therefore, the divider was placed in front of the computer to get the other students attention away from the computer and it work for every student except one. This one student does not have the option to play on the computer because there is not one in ~~the room~~ ^{his classroom}. Therefore, the teachers used

his interest to motivate him by saying if he gets five pennies for being good he will be permitted access to the computer in the other room. This related to the environmental method because there was turbulence with the structure and it was changed. The schedule being hung at the entrance way allows students to move to go see what is coming up next and they are allowed to be independent in keeping track of what comes next. Also, the visuals allow the students to understand clearly how their day is going to be.

Needing change:

Rules are constantly being enforced, but there are no rules posted on the walls for students to visually refer to. When I asked the teacher why there were no rules posted she claimed they had individual rules, therefore I believe they should have their individual rules hanging on the boards next to their names. I do not believe it is fair to enforce rules that the students are not entirely comfortable with due to the lack of familiarity with them. Also, the windows are a huge distraction. There are students out at recess when activities are being done and you can hear tons of noise. I would have something to cover up the windows so the students do not see the activities going on outside or I would allow a couple of minutes to look at what is going on then have them return to their seats.

Great!

Great!

Another change that needs to be made is that there are too many aids and not enough students. This results in over cueing the student and therefore they get frustrated and refuse to do work. Also, the aids are having side conversations during lessons such as, reading and math. I believe this situation needs to be changed by clearly addressing the rules that they should follow while aiding a student. Also, there is no need to have that many staff aiding one student, so maybe the aids can go into one of the other classrooms where support is needed. If the aids stay in the room they should be at a different end of the room where they are not distracting the student attempting to do his seat work. The classrooms seem empty and I feel as though more student work should be placed on the walls to show how the students progressed and set up an expectation for success and determination.

Amen!

Temporal Arrangements:

The students all have different schedules; therefore I am going to list the schedules of the four students I have observed. In Mathew's classroom the schedule is posted right next to the door visually with pictures and with text. This schedule is set up by the aid after the students leave the previous day. This schedule allows students to refer to it after every activity they do and they can place the tasks they already completed in the milk carton. This allows students to become organized and have a sense of time independently without the verbal reminders. The verbal reminders are given, the students are informed of how long is left of an activity, there is a count down, what activity is next, and if there is a change in schedule they are reminded. In the other rooms the schedule is not posted anywhere, but verbal cues are used. I personally like the other set up I previously described.

Mathew's schedule is as follows:

On Monday, Tuesday, and Friday sign in is at 8:25. On Wednesday sign in and breakfast takes place. On Monday, Tuesday, and Thursday breakfast and choice takes place at 8:35. Wednesday Mathew has OT from 8:30-9:00 and on Friday he has PE from 8:35 to 9:05. On Monday, Tuesday, and Thursday calendar takes place at 9:45. On Wednesday the calendar is done at 9:00 and Friday breakfast and calendar are done at 9:05. Monday Mathew reads with the aid from 8:55 to 9:30, then is choice, at 9:40 until 10 is language for learning, group is from 10-10:30, speech from 10:30-11:00, at 11:00 it is snack time, 11:10 is writing with the aid, choice begins at 11:30, at 11:40 he goes to the fine motor center, at 12:00 he has recess and then goes to lunch for 12:20, at 12:45 he has OT, a story is read at 1:15, choice is given until 1:40, math with the aid begins at 1:45, circle time at 2:00, and then the bus arrives. On Tuesday he has choice at 8:55, PE from 9:05-9:35, choice, reading with the aid from 9:45-10:10, choice, fine motor skills with an aid at 10:20, circle center begins at 10:40, choice, snack, writing with the aid from 11:10-11:30, music group from 11:30 to 12, recess, lunch, choice, story time, choice, math with another aid from 1:45 to 2:00, circle, and time to leave. On Wednesday he has reading with the aid from 8:55-9:30,

Awkward

** Could just reference the copy of the schedule & discuss the major points*

choice, language for learning 9:40-100, art from 10-10:40, circle center, choice, snack, writing with the aid from 11:10 to 11:30, arts and craft group 11:30-12:00, recess, lunch, choice, story time, choice, math with the aid from 1:45-2, circle, and the bus. On Thursday reading takes place with the aid from 8:55 to 9:30, choice, language for learning 9:40-10, music class 10-10:40, circle center, choice, snack, writing with the aid 11:10-11:30, choice, fine motor center with aid from 11:30 to 12, recess lunch, choice, story, choice, math with aid from 1:45 to 2, circle time, and bus. On Friday choice begins at 9:30, reading with an aid from 9:35 to 10, library 10-10:35, choice, math with the aid 10:40 to 10:50, snack, speech 11:00-11:30, choice, writing with aid 11:40-12, recess, lunch, choice, special activity 1:00-2:00, circle, and bus. (Refer to Mathew's Schedule) *-label?*

I believe that this schedule is extremely detailed and it is beneficial to allow visual reminders because the schedule changes a lot. I like that different activities are done so that each day is not exactly the same, but I do like that the same aid works with the student and that does not change. Also, there are a lot of breaks incorporated in the schedule along with activities this student enjoys such as reading. This allows the student to remain focused throughout the day because he has things that he is working for.

Vinny's schedule is as follows:

Monday: 8:30 to 9:20 morning meeting (speech), 9:20 to 10 art, 10-10:35 language group-rhyming words, 11:10-11:50 reading, 11:50-12:20 Vinny and Chris, 12:20-12:40 spelling, 12:40-1:10 P.E (he can not play due to an injury therefore he is offered the choice to watch or go back to the room), 1:10-1:30 math, 1:30-2 reward, and 2-2:25 preparing for dismissal.

Tuesday: 8:30-9:05- morning meeting (weather), 9:05-9:35 PE, 9:35-10 prep, 10-10:35 is reading, 10:35-11:10 lunch/recess, 11:10-11:30 break, 11:30-12 music therapy, 12-1 science/reading, 1-1:30 math, 1:30-2 handwriting.

Wednesday: 8:45-9:20 morning meeting, 9:20-10:35 grammar, 10:35-11:10 recess/lunch, 11:10-11:30 break, 11:30-12 language groups, 12-12:20 break, 12:20-1 is prep, and 1-2 is reading.

** earlier comment*

Thursday: 8:25-9:05 is music, 9:05-9:35 is reading, 10-10:35 is math, 10:35-11:10 is recess/lunch, 11:15-11:30 is recess, and 11:50 to 1 is seatwork.

Friday: 8:35-9:05 is PE, 9:05-9:30 is not stated, 9:30-10 not stated, 10-10:35 is library, 10:35-11:10 is lunch, 11:10-11:50 not stated, 11:50-12:20 not stated, 12:20-12:40 not stated, 12:40 to 1:20 is prep. (Refer to Vinny's Schedule) - ? *Where No Names on Schedules.*

This schedule was not an organized and clearly stated. Not only was it not posted for the child to know I am not even certain they know what's next for the looks of this schedule. The activities were not detailed; it did not state where the student would be going and who they will be completing activities with. The schedule was handed to me and it was written on a piece of loose leaf paper. I believe that the schedule should at least be typed up, presentable, and understandable. Amanda's schedule follows the same format and was written on a loose leaf paper. The aid claimed that she really does not have a schedule for her because she really is not part of the class because she is in regular education classes. This is when I started to notice why Amanda felt as though she was not part of the special education room and did not have to follow the rules.

Amanda's Schedule:

Monday: 1:40-2:20 art

Tuesday: PE 1:30-2:00

Wednesday: 9:55-10:35 library

Thursday: 10:05-10:35 PE

Friday: 9:55-10:35 Music

I'm assuming that these may be the classes an aide goes into the classroom to be with her, but there was really no indication of this. (Refer to Amanda's schedule)

James's Schedule is as follow:

On Mondays from 8:20-8:30 is arrival, which backpacks and coats are put away, the home/school binder is taken out, sign in takes place, and his name/picture is placed in the school

Yes. This is the aide's schedule to work with amanda. The 4th grade teacher would have amanda's schedule. It's what her whole class do.

or home column. This process remains the same for everyday during this time period. After these tasks are done he is given a sensory break. From 8:30-9:05 the morning meeting takes place which includes greeting, sharing, group activity, morning message, and reviewing the calendar. While reviewing the calendar the focus is on days/month, weather, and schedule. Choice or snack time takes place from 9:05 to 9:15. Next, is gym with his classmate from 9:15 to 10:00. After gym is language group with visual supports for a half an hour. Speech with another classmate takes place from 10:30 to 11:00 and then is reading from 11:00 to 11:30. Spelling begins next until 11:45, then recess begins until 12:25, at 12:25 it is lunch time until 12:40, and at 12:45 is a sensory break until 1:00. Recess, lunch, and the sensory break remain the same everyday at the same time. From 1:00- 1:30 speech takes place, then desk work until 1:50, after desk work is rewards until 2:15, and dismissal takes place from 2:15 to 2:20 (which remains the same everyday). On Tuesday after arrival is a sensory group from 8:30 to 9:05, gym with visual support takes place from 9:05 to 9:35, a sensory break goes from 9:35 to 9:45, and then from 9:45 to 10:00 is snack time. The morning meeting takes place at 10:00 and ends at 10:30, desk work begins at 10:30 and ends at 11:30, and at 11:30 music therapy with visual supports begins and ends at 12. After recess, lunch, and break reading begins from 1:00-1:30, this is followed by art from 1:40 to 2:20. On Wednesday after arrival morning meeting takes place and then is writing with OT from 9:15 to 9:45. Next, is snack from 9:30 to 9:45, sensory break from 9:45 to 10:00, desk work from 10:00 to 10:30, reading from 10:30 to 11:30, and at 11:30 language group with visual aids begins and it ends at 12:00. After recess, lunch, and break math begins (1:00) and ends at 1:30. Once math is finished library begins at 1:40 and ends at 2:20. On Thursday the day begins with arrival, then gym from 8:35 to 9:05, from 9:05 to 9:15 is choice, after choice is snack until 9:30, and then the morning meeting takes place at 9:30 until 10:00. From 10:00 to 10:35 is music, then desk work until 11:30, there is a short sensory break and writing begins until 11:45. After recess, lunch, and break is desk work from 1:00 to 1:30, social studies/science from 1:30 to 1:50, rewards from 1:50 to 2:15, and then dismissal. Friday begins with arrival, gym, and snack

from 9:05 to 9:15. From 9:30 to 10:00 is library with visual supports, from 10:00 to 10:30 is a sensory break and a spelling test, and then there is music from 10:40 to 11:00, and then at 11 is speech until 11:30. At 11:30 morning meeting takes place until 11:45. After recess, lunch, and break a movie and popcorn takes place until it is time for dismissal. (Refer to James's schedule)

This schedule is very well planned and was organized. I liked the amount of breaks that were incorporated into the day. Also, I found it beneficial things changed in the schedule, but some subjects stayed the same everyday. I just thought that some of the subjects were a little lengthy to keep James sitting through. Also, I do not know how well this schedule is actually enforced. ^{really?} Yet, I found it to be very structured and it included rewards for good behavior such as the movie, which everyone enjoys. Also, all the classrooms have a movie to watch on Fridays and this was the only schedule that placed that event in. I feel as though this schedule was detailed, easy to follow, and not overwhelming. ^{true}

Rules:

The rules were not stated in any of the three classrooms I entered. The only place I actually encountered rules was when I was in the library and those rules were not developmentally correct for these students. I do know that PBIS is used in the school because I hear the announcements at the end of the day picking a winner for the drawing they have. Yet, once you come into these classroom PBIS is not followed. I believe the students do receive their tickets, but they are never entered into the contest and there are not many in the jar. I asked the classroom teacher if there were any rules, but she said they were individualized therefore it would not be relevant to hang a standard set of rules in the classroom. Therefore, as far as if the classroom rules are developmentally correct I have no idea.

The only enforcement of rules I see and hear is when cue cards are being used. These cards have written rules on them with visual support. These rules appear to be developmentally appropriate. These cards say many commands such as please wait, eyes on teacher, stop, stand, safe hands, quiet, listen, sit, raise hand and put in. I do not believe these are positively stated

because they are just commands, even though they are not being verbally said. I believe they could be stated more positively such adding a please before the command. I feel as though these cards would be more effective if the rules were placed ^{yes} in the classroom and referred to. When these "rules" are followed a chart is taken out that shows the reward they will receive such as, a movie or Nintendo. In the other room pennies are earned for each activity the students successfully complete while being well behaved. Once five pennies are earned they receive a free choice. I feel as though these rewards are nice and effective, but I feel as though an award right after the good behavior occurs would be more effective. I believe this because the student may throw a huge tantrum and still get the reward of a movie. I do like that it allows the students to still enjoy fun activities even if they are not having the best day.

When these "rules" are not followed a student is warned and shown a chart of what they are working for. This chart reminds them that they must follow this "rule" in order to receive a special activity. If the behavior continues it may result in being removed from the room and talked to or just completely removed if the behavior takes place during the movie. Also, if the behavior is escalating there are different materials that may be used such as using a weighted vest or a sensory seat; this usually calms the student down.

These cue cards are developed according to the student; therefore the commands depend on the individual. I observed the aid constructing a new set of cards for Amanda and she asked another aid their opinion. Therefore, from what I witnessed that day there was collaboration, but I am not sure if all the staff members collaborate.

My personal recommendations for the rules in this classroom are that the staff should collaborate and think of a few rules that they believe each student needs. They should focus on the same behaviors that repeatedly occur in each student. Yes, there are different behaviors for each student and I agree there should be individual rules as well, but they should be posted on the students' desks. Also, I noticed that there are many behaviors that are the same for each student. Therefore, I would list a few rules in the classrooms where every student could see. I would

great!

review these rules and make sure that the students clearly understood them. Then I would enforce them by announcing which students are doing a good job following the rules. The rules would be positively stated and developmentally appropriate including visuals. Once this was complete I would place these rules on the cue cards and enforce them. When these rules were followed I would reward the students with a ticket and make sure it got entered in the contest. This way the students will see an immediate reward and on Friday they will notice that their efforts are not going unnoticed.

When these rules are not followed I would show the cue card, remind them verbally of the rules, or show them the chart hanging in the classroom. Then if they continued to not follow the directions I would remind them of the reward they are working for, but this reward would be an immediate one such as, a quick break. If this method still does not work I would take the student aside and have a one on one and try to deescalate the behavior, but allow the student to return to the lesson or activity.

Group Composition:

The book states that, "when grouping children, an effort is made to avoid extremes in group composition while at the same time attempting to form a "balanced" group." I feel as though the only factor that makes the group semi balanced is the fact that the students all have the same disability, not accounting the severity level. In the book there are guidelines for group composition. The first guideline is not to place children of greatly different ages in the same group. The students in this classroom are placed with relatively the same aged children for the most part. Yet, the three classrooms are basically combined; therefore the grouping contains a range from first grade to fifth. The second guideline is children without common interests are not placed in same group. The groupings in these classrooms do not take into account the interests of the children because there is slight chaos over which movie should be watched or what book should be read. They all have different interests even though some may be the same. Yet, the interests that they are truly passionate about are not shared by their group members. The third

*↳ good observation but,
This disability often results in very
distinct, pronounced interests. Hard to find common ground
much of the time*

do you me
"same"?

guideline states that a student is not to be placed in a group that lacks a small sex peer. This guideline is followed because there are no girls in this program, except for Amanda and she is in regular education classes. Although, when she returns for dismissal she watches the movie with all male peers. The fourth guideline states that a student with a severe disability is not placed in a group with mild/moderate disabilities. There is one student that is included in the same classes as most of the students in the program and he is not verbal and not mobile. This student does have an aid to support him, but there are some tasks that he can not participate in or understand. (Walker, Shea, Bauer, p. 248-249)

The fifth guideline is children with potentially conflicting personality traits and behavior problems are not placed in the same group. I did observe that there are two boys that are in the group that both take tantrums and do not want to remain in their seats. I noticed that once one student starts his behavior the other may be set off too. If one of the students is allowed to hold a book during reading the other student will want a book as well. The sixth guideline states that an unskilled child is not to be placed in a group of individuals who are highly skilled and experienced in group process. There is a student that ~~is~~ does not have all the skills of his peers such as, verbalizing his ideas or opinions, but the teacher and staff is aware of this. There is an aide that supports the child and the student attempts to express his thoughts through sign language. The seventh guideline is that a student that is not ready or willing to participate in group activities is not placed in a group environment. I feel as though all the students want to participate, depending on their mood and day. If they want to be doing something else instead of the activity there may be refusal and behaviors may occur. For example, one of the students wanted to go to the bathroom and therefore refused to participate in making a hand with cereal for OT. (Walker, Shea, Bauer, p. 249)

The book states that, "peer modeling effects student behavior". I find this to be extremely true because these students feed off of each other's behaviors. If one student is refusing to do an activity it may affect others in the group. When the students in the group model good behavior it

serves as an example to the other students. These children learn for one another as well as the staff. (Walker, Shea, Bauer, p.249)

Group Process:

In these classrooms students are mostly working three aids to one student, students are in a small group, or the three classrooms combine. There is a lot of social interaction going on between the staff and students, but not really much student interaction exists until recess or free choice.

Rockwell and Guetzloe developed a group developmental process based on the work of Maslow's work of basic human needs and the developmental stages of Erikson. Rockwell and Guetzloe developed three stages. The first stage usually occurs at the beginning of the school year and the student focuses on satisfying physiological needs and establishing a sense of safety and trust. If these needs are not met the student can not move on to the next stage. Some of the behaviors that occur at this stage are tantrums, low frustration tolerance, fighting, power struggles, and verbal and physical aggression. I believe, through observation that Vinny and Mathew are at the first stage of the group developmental process. I observed Mathew tantrum over multiple events, such as, not being permitted more time with the Nintendo, staying seated too long, not wanting to do the work anymore, or not being allowed to color with the color green. These tantrums consist of intense whining and refusal to any commands. This leads me to his struggle with power, *be careful about inferring* he wants to be in command and does not like when you tell him what he should be doing or how much time is left of free choice. If you inform Mathew that free time is over he will scream, shout, and reply, "Nooooooo!" Vinny has a problem taking direction as well. He constantly replies with a, "No" when staff instructs him to do something. Vinny has a problem with taking direction, but I feel as though these behaviors are decreasing and he may be entering the next stage. (Walker, Shea, Bauer, p.249)

The second stage of the group developmental process is when most members of the group are responding appropriately most of the time. The members of this group are focused on the

need of belonging to the group and socialization activities. The thinking shifts from "me against them" to "us against them". The aggression decreases dramatically and spontaneous assistance to others in the group appears. I believe that Vinny may be approaching this stage and may be at it shortly because the aggression has decreased. Amanda is at this stage because she is beginning to realize how important her new friends are. Now that she is placed in regular education classes she is focused on belonging and being social. This was proven during art class when she showed her table and the next table her drawing in order to receive a sense of belonging. Also, she offered help to her peers at the table which they were creating their fish. Yet, the aggression still exists, but not as much. The tantrums rarely happen and she can regain her composure quickly. I believe that James would fall into this stage as well. James is not extremely social, but he tries to play with his peers. During recess James is become more and more social. He is beginning to make friends and students want to be his friend. James does not show aggressive behavior, but he may throw an occasionally tantrum. (Walker, Shea, Bauer, p.249-250)

I think for the most part the students in all three classrooms are in this stage with the exception of a couple students that are still at the first stage. Yet, I believe that these students are approaching the second stage due to the signs they show. These students are offering assistance, such as, cleaning up or helping another student put their work away. Therefore, I do believe that the students are grouped based upon their stages with the exceptions of a few students. Yet, by placing these students who could potentially be reaching stage two in the same group it may be beneficial in aiding the students to develop.

The final stage is stage three. There are fewer and fewer conflicts at this stage. Students are capable of problem solving. Also, these students develop self-respect and respect for others and self-actualization. I believe that the student that may be approaching this stage would be Amanda because she is learning respect. This was proven when she had a tantrum and offended some of her friends. After Amanda composed herself she felt bad for the way she treated her friends and wrote about it with the classroom teacher. Although she struggles with showing

respect I believe that it is developing. She is realizing that she can not treat people certain ways. Also, when she had this tantrum she was able to calm herself down and not let it spiral out of control. Amanda finished her lunch, stopped crying, and continued her day as if nothing happened.

“The educator’s role is important if group behavior management interventions are to be effectively applied in the classroom and school. The teacher must be a model of “give and take” democratic leadership and must be willing to permit the members of the group to make meaningful decisions, implement programs, and realize the consequences of their actions.” I believe this statement describes the teaching techniques that should be used in order to ensure a successful and beneficial group setting and classroom environment. This is where I believe the PBIS should be used in order to achieve a give and take model. Students should be allowed to work for something by means of behavior, therefore allowing them to realize the importance of respect and responsibility. The only way the students can raise to the third stage is with teacher guidance, support, and instruction; along with their own decision making skills. Yet, our jobs as teachers are to guide these students in the correct direction. I do believe that this school is offering the assistance needed, but I believe it is being done by too many staff members at once. This leads to frustration and confusion. Also, I believe that there needs to be more guidelines and expectations set in these classrooms, there is not enough structure. Students need structure in their lives and in the classrooms. (Walker, Shea, Bauer, p.250)

Summary:

The physical arrangements of these classrooms have some benefits to it and there are some improvements that need to be made. The mobility patterns are not greatly designed. When a student in a wheelchair enters the room chairs and desks need to be moved. I believe there should be more room for this student when he is going to the reading room. Also, the windows cause distraction due to the noise coming from outside. The desks are set up nicely for students if they are working in a group (as a whole), in a small group, or independently. I believe that the

classroom teachers took time arranging the desks and materials in their rooms to provide the students with a comfortable learning environment. Also, I feel that if problems occurred concerning the physical arrangement the teachers would make an immediate change once they noticed it. I do believe that changes could be made to improve the set ups of these classrooms.

Some of the students' schedules are detailed and easy to understand. I believe that these schedules should be hung on the wall in order for students to see and know what is coming next. In one of the classrooms this is done and I believe it is very beneficial to the students. Also, the schedules should be followed because the students depend on the fact that these activities are going to be happening in a structured manner.

The rules are a key factor these classrooms are lacking. They need to collaboratively and positively create rules for students. By posting these rules in the classroom for students the teacher is setting their expectations and modeling what they expect. Once the rules are posted they must be enforced. By enforcing these rules students must be receiving reinforcement either by rewards or teacher praise. When rules are set it allows students to build their social skills with peers and in a public setting. This permits students to know how they must behave, rules aid students to successfully develop.

The group composition of these classroom works, but I feel it could be improved. There are not a lot of students in the school and too much staff. The students are having too much interaction with staff rather than peers. I believe that students need to have more group activities because they will have more opportunities to learn how to socialize. Also, if more of the guidelines were followed I feel it would enable more social interactions and a good learning environment.

Overall, these classrooms were a pleasure to observe. I could tell how much the staff cared for these children and would do anything to aid them. Also, I heard tons of stories of development. Therefore, I could see that these students are progressing due to the methods of teaching and support given. The children were delightful to watch and they really surprised me.

There are improvements that could be made, but there a lot of beneficial aspects of these classrooms as well.

Works Cited

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Walker, James Edwin. *Behavior Management a Practical Approach for Educators*. Upper Saddle River, N.J: Pearson Merrill Prentice Hall, 2007. Print.

windows

supplies

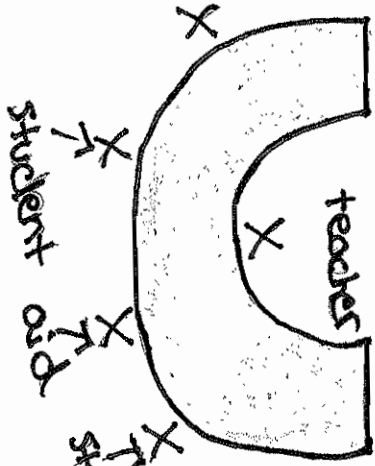
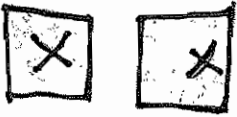
heater

books

door to
other
class

teacher's
desk

mail
box



blackboard

blackboard

book case

student
desk

T.V

books
to
read

teacher's
desk

mail
boxes
binders
books

sink

drain

blackboard

computers

computers

closet

door

closet full of supplies & games

windows

heater

door
+ paper files
classroom

Student desk

teacher's desk

Student desk

Student desk

table

divider

divider

divider

divider

Student work

alphabet

blackboard

reading rug

Months	weather	Calendar	Johns students name	names	Student
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writing center

Students' Schedules

Closet

door

Is this Matthew's?

Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:25	Sign In	Sign In	sign in, Breakfast	sign in	sign in
8:35	Breakfast, choice	Breakfast, choice		Breakfast, choice	
8:45	Calendar	Calendar	OT 8:30-9:00	Calendar	PE 8:35-9:05
8:55		Choice	Calendar		
9:00	Reading w/ Debbie	PE 9:05-9:35	Reading w/ Debbie	Reading w/ Debbie	Breakfast, Calendar
9:05	8:55-9:30		8:55-9:30	8:55-9:30	
9:15					
9:20					
9:30	Choice		Choice	Choice	Choice
9:35		Choice			
9:40	Language for		Language for	Language for	Reading w/ C 9:35-
9:45	learning 9:40-10:00	Reading w/ Debbie	learning 9:40-10:00	learning 9:40-10:00	10:00
9:55		9:45-10:10			
10:00					
10:10	Group 10:00-10:30	Choice	Art 10:00-10:40	Music class 10:00-	Library 10:00-
10:20		Fine Motor w/		10:40	10:35
10:30		Debbie 10:20-			Choice
10:40	Speech 10:30-	Circle Center	Circle Center	Circle Center	Math w/ Catherine
10:50	11:00	Choice	Choice	Choice	10:40-10:50
11:00	SNACK	Snack	Snack	Snack	Snack
11:10	Writing w/ Debbie	Writing w/ Debbie	Writing w/ Debbie	Writing w/ Debbie	Speech 11:00-
11:20	11:10-11:30	11:10-11:30	11:10-11:30	11:10-11:30	11:30
11:30	Choice		Arts and crafts	Choice	Choice
11:40	Fine Motor Center	Music group 11:30-	group 11:30-12:00	Fine Motor Center	Writing w/ Debbie
11:50		12:00		w/ Debbie 11:30-12	11:40-12:00
12:00	Recess	Recess	Recess	Recess	Recess
12:20	Lunch	Lunch	Lunch	Lunch	Lunch
12:40		Choice	Choice	Choice	Choice
1:00	OT 12:45-1:15				
1:15	Story	Story	Story	Story	
1:25					
1:30	Choice	Choice	Choice	Choice	Special Activity
1:40					1:00-2:00
1:45	Math w/ Catherine	Math w/ Catherine	Math w/ Catherine	Math w/ Catherine	
1:50	1:45-2:00	1:45-2:00	1:45-2:00	1:45-2:00	
2:00	Circle	Circle	Circle	Circle	Circle
2:20	Bus	Bus	Bus	Bus	Bus

Times	Mon	Tues	Wed	Thurs	Fri
8:20-8:30	Arrival: *Backpacks and coats away *Home/school binder *Sign-In *Place name/pic. in home/school column Sensory Break	Arrival: *Backpacks and coats away *Home/school binder *Sign-In *Place name/pic. in home/school column Sensory Break	Arrival: *Backpacks and coats away *Home/school binder *Sign-In *Place name/pic. in home/school column Sensory Break	Arrival: *Backpacks and coats away *Home/school binder *Sign-In *Place name/pic. in home/school column Sensory Break	Arrival: *Backpacks and coats away *Home/school binder *Sign-In *Place name/pic. in home/school column Sensory Break
8:30-9:05	Morning Meeting: *Greeting *Share *Group Activity *Morning Message Calendar: *Days/Month *Weather *Schedule	Sensory Group with Jen	Morning Meeting: *Greeting *Share *Group Activity *Morning Message Calendar: *Days/Month *Weather *Schedule	Gym with 2 nd grade 8:35-9:05 Sensory Break	Gym with Visual Supports 8:35-9:05
9:05-9:15	Choice/Snack	Gym with Visual Supports 9:05-9:35	Gym with Visual Supports 9:05-9:35	Choice	Snack
9:15-9:30	2 nd grade gym with	Sensory Break 9:35-9:45 Snack(9:45-10)	Writing with OT(9:15-9:45) Snack(9:30-9:45) Sensory Break 9:45-10	Snack	Library with Visual Supports 9:30-10
9:30-10:00	9:05-9:35-Hope			Morning Meeting: *Greeting *Share *Group Activity *Morning Message Calendar: *Days/Month *Weather	

10:00-10:30	Language Group with Visual Supports	Morning Meeting: *Greeting *Share *Group Activity *Morning Message Calendar: *Days/Month *Weather *Schedule	Desk Work	*Schedule Music with Cathryn's class 10-10:35	Sensory Break Spelling Test
10:30-11:00	Speech with	Desk Work	Reading-Edmark	Desk Work	Music with 1 st and 2 nd grade (10:40-11)
11:00-11:30	Reading-Edmark				Speech with Devon 11-11:30
11:30-11:45	Spelling	Music Therapy with Visual Supports 11:30-12	Language Group with Visual Supports 11:30-12	Sensory Break Writing	Morning Meeting: *Greeting *Share *Group Activity *Morning Message Calendar: *Days/Month *Weather *Schedule
12:10-12:25	2 nd grade recess 12:05	2 nd grade recess 12:05	2 nd grade recess 12:05	2 nd grade recess 12:05	2 nd grade recess 12:05
12:25-12:45	2 nd grade lunch 12:20-12:40	2 nd grade lunch 12:20-12:40	2 nd grade lunch 12:20-12:40	2 nd grade lunch 12:20-12:40	2 nd grade lunch 12:20-12:40
12:45-1:00	Sensory Break	Sensory Break	Sensory Break	Sensory Break	OT (12:45-1:15)
1:00-1:30	Speech	Reading	Math	Desk Work	Movie and Popcorn

**Special Education 310
Rubric
Structure Report
Rhode Island Beginning Teacher Standard # 6**

Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, and active engagement in learning and self-motivation.

Indicators:

- 6.1 Use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained.
- 6.2 Establish a safe and secure environment.
- 6.3 Organize and allocate the resources and materials and physical space to support active engagement of students.
- 6.4 Provide and structure the time necessary to explore important concepts.
- 6.5 Help students establish a classroom environment characterized by mutual respect and intellectual risk taking.
- 6.6 Create learning groups in which students learn to work collaboratively and independently.
- 6.7 Communicate clear expectations for achievement that allow students to take responsibility for their own learning.

Each area of the report is evaluated in accordance with the following:

- 1 Does not meet standard
- 2 Emerging
- 3 Meets standard
- 4 Exceeds standard

	Exceeds Standard	Meets Standard	Emerging	Does Not Meet Standard
Knowledge of School (4 points)	Describes in detail with full understanding of the school setting each of the following: 1. number of students, 2. make up of student population, 3. number of teachers, 4. academic performance of school, and 5. number of students receiving special education services.	Describes in detail with adequate understanding of the school setting each of the following: 1. number of students, 2. make up of student population, 3. number of teachers, 4. academic performance of school, and 5. number of students receiving special education services.	Describes in limited terms the school setting inclusive of minimally three of the following: 1. number of students, 2. make up of student population, 3. number of teachers, 4. academic performance of school, and 5. number of students receiving special education services.	Describes in limited terms less than three of the following: 1. number of students, 2. make up of student population, 3. number of teachers, 4. academic performance of school, and 5. number of students receiving special education services.
Setting and Students (4 points)	The specific setting and four students are comprehensively described inclusive of: 1. chronological age, 2. gender, 3. disability label, 4. level of academic functioning, 5. personal and social skills, and 6. unique individual characteristics.	The specific setting and four students are adequately described inclusive of: 1. chronological age, 2. gender, 3. disability label, 4. level of academic functioning, 5. personal and social skills, and 6. unique individual characteristics.	The specific setting and four students are minimally described inclusive of: 1. chronological age, 2. gender, 3. disability label, 4. level of academic functioning, 5. personal and social skills, and 6. unique individual characteristics.	The specific setting and four or less students are described in broad general terms.

<p>Spatial Arrangements (4 points)</p>	<p>The physical structure of the room is comprehensively described inclusive of each of the following: 1. location of desks and student assignment to desks, 2. learning centers, 3. recreation centers, 4. room dividers, 5. study carrels, 6. storage areas, 7. windows, 8. other distinctive features, 9. mobility patterns for students, and 10. task cards and work completed folders if used.</p> <p>A detailed floor plan is provided. The physical environment is thoughtfully reviewed in terms of influencing behavior with reference to Chapter eight as appropriate. Aspects of the environment to be maintained and aspects to be changed are noted and a thoughtful rationale provided.</p>	<p>The physical structure of the room is adequately described inclusive of each of the following: 1. location of desks and student assignment to desks, 2. learning centers, 3. recreation centers, 4. room dividers, 5. study carrels, 6. storage areas, 7. windows, 8. other distinctive features, 9. mobility patterns for students, and 10. task cards and work completed folders if used.</p> <p>A detailed floor plan is provided. The physical environment is reviewed in terms of influencing behavior with reference to Chapter eight as appropriate. Aspects of the environment to be maintained and aspects to be changed are noted and a rationale for each provided.</p>	<p>The physical structure of the room is minimally described inclusive of eight of the following: 1. location of desks and student assignment to desks, 2. learning centers, 3. recreation centers, 4. room dividers, 5. study carrels, 6. storage areas, 7. windows, 8. other distinctive features, 9. mobility patterns for students, and 10. task cards and work completed folders if used.</p> <p>A simple floor plan is provided. The physical environment is reviewed in terms of influencing behavior. Aspects of the environment to be maintained and aspects to be changed are noted and a limited rationale for each provided.</p>	<p>The physical structure of the room is minimally described. Eight or less of the following is included: 1. location of desks and student assignment to desks, 2. learning centers, 3. recreation centers, 4. room dividers, 5. study carrels, 6. storage areas, 7. windows, 8. other distinctive features, 9. mobility patterns for students, and 10. task cards and work completed folders if used.</p> <p>The floor plan and reflection specific to the influence of the environment on behavior and suggested changes are superficial.</p>
<p>Temporal Arrangements (4 points)</p>	<p>A detailed copy of the daily and weekly schedule is provided. A thoughtful reflection is included inclusive of aspects of the schedule, which are appropriate, and aspects, which require change, with reference to, Chapter eight as appropriate.</p>	<p>A copy of the daily and weekly schedule is provided. An adequate reflection is included inclusive of aspects of the schedule, which are appropriate, and aspects, which require change, with reference to, Chapter eight as appropriate.</p>	<p>A copy of the daily and weekly schedule is provided. A limited reflection section is included inclusive of aspects of the schedule, which are appropriate, and aspects, which require change.</p>	<p>Daily and weekly schedules lack detail. Reflection section is minimal or not included.</p>
<p>Rules (4 points)</p>	<p>A list of classroom rules is provided and thoughtfully critiqued inclusive of consideration of each of the following 1. Are the rules developmentally appropriate?</p>	<p>A list of classroom rules is provided and adequately critiqued inclusive of consideration of each of the following 1. Are the rules developmentally appropriate?</p>	<p>A list of classroom rules is provided with adequate consideration of at least six of the following: 1. Are the rules developmentally appropriate? 2. Were the rules</p>	<p>A list of classroom rules is provided with adequate consideration of less than six of the following: 1. Are the rules developmentally appropriate? 2. Were the rules collaboratively developed?</p>

	<p>2. Were the rules collaboratively developed?</p> <p>3. Are the rules few in number?</p> <p>4. Are the rules positively stated?</p> <p>5. Are the rules appropriately posted?</p> <p>6. Are the rules periodically reviewed?</p> <p>7. Is rule following behavior positively reinforced?</p> <p>8. What are the procedures when a rule is violated?</p> <p>Thoughtful suggestions, demonstrating full understanding of the rule setting process and or the rules is included. Reference to Chapter eight in the text is included.</p>	<p>2. Were the rules collaboratively developed?</p> <p>3. Are the rules few in number?</p> <p>4. Are the rules stated positively stated?</p> <p>5. Are the rules appropriately posted?</p> <p>6. Are the rules periodically reviewed?</p> <p>7. Is rule following behavior positively reinforced?</p> <p>8. What are the procedures when a rule is violated?</p> <p>Appropriate suggestions, demonstrating full understanding of the rule setting process and or the rules is included. Reference to Chapter eight in the text is included.</p>	<p>collaboratively developed?</p> <p>3. Are the rules few in number?</p> <p>4. Are the rules positively stated?</p> <p>5. Are the rules appropriately posted?</p> <p>6. Are the rules periodically reviewed?</p> <p>7. Is rule following behavior positively reinforced?</p> <p>8. What are the procedures when a rule is violated?</p> <p>Suggestions for change are superficial or not provided.</p>	<p>3. Are the rules few in number?</p> <p>4. Are the rules positively stated?</p> <p>5. Are the rules appropriately posted?</p> <p>6. Are the rules periodically reviewed?</p> <p>7. Is rule following behavior positively reinforced?</p> <p>8. What are the procedures when a rule is violated?</p> <p>Suggestions for change are superficial or not provided.</p>
<p>Group Composition</p> <p>Group Process</p> <p>(4 points)</p>	<p>The composition of the group is comprehensively described with reference to the guidelines for group composition as included in Chapter eight.</p> <p>The stage of group development for the group and individual students is specified. Examples demonstrating full understanding of group composition are provided.</p> <p>Group processes as described in chapter eight are comprehensively described inclusive of classroom examples when available. Uses of group processes within the context of the current setting are thoughtfully discussed indicating usefulness in influencing behavior within the setting.</p>	<p>The composition of the group is adequately described with reference to the guidelines for group composition as included in Chapter eight.</p> <p>The stage of group development for the group and individual students is specified. Examples demonstrating understanding of group composition are provided.</p> <p>Group processes as described in chapter eight are adequately described inclusive of classroom examples when available. Uses of group processes within the context of the current setting are adequately discussed indicating usefulness in influencing behavior within the setting.</p>	<p>The composition of the group is minimally described. Examples demonstrating understanding of group composition are provided.</p> <p>Group processes are minimally described inclusive of classroom examples when available. Uses of group processes within the context of the current setting are minimally discussed indicating usefulness in influencing behavior within this setting.</p>	<p>Group composition and group process are superficially described. Examples are inappropriate or not provided.</p>

<p>Summary (4 points)</p>	<p>Summary section provides a comprehensive review of the physical environment, temporal arrangements, rules and group composition/process demonstrating critical thinking skills within the context of the Rhode Island Beginning Teacher Standard #6 and the related indicators; Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, and active engagement in learning and self-motivation.</p>	<p>Summary section provides an adequate review of the physical environment, temporal arrangements, rules and group composition/process demonstrating critical thinking skills within the context of the Rhode Island Beginning Teacher Standard #6 and the related indicators; Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, and active engagement in learning and self-motivation.</p>	<p>Summary section provides a limited review of the physical environment, temporal arrangements, rules and group composition/process within the context of Rhode Island Beginning Teacher Standard #6 and the related indicators; Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, and active engagement in learning and self-motivation</p>	<p>Summary section provides a superficial review of the physical environment, temporal arrangements, rules and group composition/process within the context of Rhode Island Beginning Teacher Standard #6 and the related indicators; Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, and active engagement in learning and self-motivation.</p>
<p>Writing Style (4 points)</p>	<p>The student's written communication effectively presents ideas in an organized fashion and free of mechanical errors (spelling, syntax, grammar, and usage).</p>	<p>The student's written communication effectively presents ideas in an organized fashion with a few minor mechanical errors (spelling, syntax, grammar, and usage).</p>	<p>The student's written communication effectively presents ideas in an organized fashion but with many mechanical errors (spelling, syntax, grammar, and usage).</p>	<p>The student's written communication does not present ideas in an organized fashion and demonstrates minimal competence in the proper mechanics of writing (spelling, syntax, grammar, and usage).</p>

Name _____

_____ Date _____

Structure Project

SPED 310-03 Fall 2009

	score
Knowledge of School (4 points)	4
Setting and Students (4 points) <i>lots of interesting - detail</i>	4
Physical Arrangements (4 points) <i>great suggestions!</i>	4
Temporal Arrangements (4 points)	3
Rules (4 points) <i>Nice Recommendations</i>	4
Group Composition Group Process (4 points)	4
Summary (4 points)	4
Writing Style (4 points)	3
Total	30/ 32

Exceeds the Standard

Summary: *great analysis & Recommendations*

Professor: *[Signature]*

Date: *10/31/09*