

**The Step Process As An Instrumental Tool
for Student Development and Submission
of Self-Selected Research Projects**

**Based Upon the Principles Inherent
in Universal Design Instruction**

Submitted by:

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Tools for the Universal Design of Instruction

Faculty Proposal for Publication of Instructional Product

Title: The Step Process as an Instrumental Tool for Self-Selected Research.

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Overview of “The Step Process”:

I developed the “step process,” based upon William Glasser’s theoretical concepts outlined in his book titled *Control Theory in the Classroom* which states that we can not force any student to work if he/she does not find the work satisfying. Glasser proposes that punishment does not work for student achievement but that motivation does. A student who is empowered and takes ownership for his/her work becomes a motivated student.

“Basic control theory is the belief that all of our behavior is our attempt to satisfy one or more of five basic needs and that we always choose to do what is most satisfying to us at the time.” (Glasser, P. 17 & 19)

Therefore, in order to empower my students so that their work is personally satisfying, each student is allowed to choose his/her own topic to study in-depth in place of a final exam. The project needs to relate to the student’s own life and it involves research as well as an interactive component using video analysis, actual observations, interviews, or surveys.

The self-selected project is presented within an organizational framework consisting of a rubric for grading and a periodic time table for the submission of a student’s work in a step process throughout the semester, culminating with a comprehensive written 6-8 page paper with all drafts of each step attached.

The procedural steps enhance the organizational skills of each student, allows them to reflect upon their own work, extinguishes procrastination and encourages students to continually edit and revise their work throughout the semester with instructor feedback. The students

- take ownership for their own work.
- express themselves in a personally meaningful fashion.
- engage in interactive research.
- work towards their own self initiated goals.
- edit and revise their own work.
- have fun while learning.

On the next few pages, I will discuss the correlation between the “Step Process” for instruction and the nine principles inherent in Universal Design Instruction.

The unique components of this instructional method are:

- organizational framework
- Step process submissions
- interactive component
- brainstorming and semantic map for initial outline
- article review booklet
- movie review booklet
- self-monitoring checklist
- rubric for grading
- personal contract for submission date
- peer review format

Correlation between the Nine Principles in Universal Design Instruction and the Step Process:

NINE PRINCIPLES OF UDI	STEP PROCESS COMPONENT
<p>#1 Equitable Use Accessible instruction to persons with diverse abilities.</p>	<p>The completion of the Step Process is required for <u>all</u> students as part of the course competencies. Students self-select a final project based upon a topical area of interest using a prescribed framework, the student designs his/her project which is reviewed periodically by the instructor prior to final submission.</p>
<p>#2 Flexibility In Use Instruction is designed to accommodate a wide range of abilities.</p>	<p>Individual rates of learning as well as abilities are respected through use of the writing process procedural steps which are submitted during week 4, week 7 and week 11 of the semester and reviewed by the instructor. The instructor gives written and verbal feedback on each step. The student is allowed to edit, revise, and enhance his/her work before final submission. A Rubric is used for development and grading.</p>
<p>#3 Simple and Intuitive Instruction is designed in a straightforward and predictable manner.</p>	<p>Instructions are provided in a project outline packet consisting of 13 pages, developed previously by the instructor and distributed and reviewed the first week of classes. The packet contains</p> <ul style="list-style-type: none"> • An Introduction and Directions on the Step Process • Ideas for a project • List of possible journals, authors • Suggested videotapes to view • A semantic maps format for Step #1 • An article summary outline format • A.P.A. writing resources • Self-Monitoring checklist • Instructor Rubric grading sheet • Peer Review form • Student contract for submission
<p>#4 Perceptible Information Instruction is designed so that necessary information is communicated in a multi-sensory fashion.</p>	<ul style="list-style-type: none"> • Students may access information on-line in all formats for this course and project using PowerPoint presentations, mini-lectures, video viewing and URL web links.

NINE PRINCIPLES OF UDI	STEP PROCESS COMPONENT
<p>#5 Tolerance and Error Instruction anticipates variation in individual learning pace and prerequisite skills.</p>	<p>The “Step Process” allows the student with poor organizational and/or writing skills to submit their project in small incremental steps thus giving the opportunity for editing and revisions before final submission.</p>
<p>#6 Low Physical Effort Instruction is designed to minimize nonessential physical effort in order to allow maximum attention learning.</p>	<p>The use of Word Processors, Franklin Spellers and URL web links are encouraged. Models of exemplary papers/projects are shown to students. Self-select projects may be submitted via e-mail as an attachment.</p>
<p>#7 Size Space for Approach and Use</p>	<p>Students may be creative in the type of research they conduct and what they do for their hands-on interactive Step 3 activity. Family resources are recommended to make the project personally meaningful and least labor-intensive for the student.</p>
<p>#8 A Community of Learners The instructional environment promotes inter-action and communication among students.</p>	<p>Students are required to complete an interactive, community based component as Step 3 of their project. Each student is required to share the knowledge they have acquired with their peers. A peer review sheet is utilized for student feedback. (See attached peer review analysis form)</p>
<p>#9 Instructional Climate Instruction is welcoming and inclusive. High expectations are espoused for all students.</p>	<p>The Step process prevents procrastination and fosters the use of personal editing and revision through reflective practices on one’s own work as the semester progresses. A Rubric is used for grading. Students are required to produce a scholarly piece written in APA.</p>

*Glasser, William M.D., Control Theory in the Classroom, 1986, Harper & Row Publishers.

Individuals with Exceptionalities in the School and Communities
Teacher Preparation Department

<p>Course #EDUC 108</p> <p>FALL / SPRING / SUMMER</p>

SELF-SELECTED FINAL PROJECT REQUIREMENTS

STEP Process for Submission

- G INTRODUCTION/DIRECTIONS / STEP PROCESS
- G IDEAS FOR PROJECT (Step #1)
- G IDEAS FOR JOURNALS/SOURCES FOR RESEARCH (Step #2)
- G AUTHORS
- G IDEAS FOR STEP #3 "HANDS ON" COMPONENT
- G SUGGESTED VIDEOS
- G SEMANTIC MAP OUTLINE FOR STEP #1
- G ARTICLE SUMMARY OUTLINE FORMAT
- G GUIDELINE FOR BIBLIOGRAPHY
- G SELF MONITORING CHECKLIST
- G INSTRUCTOR FEEDBACK SHEET
- G PEER REVIEW FORM
- G CONTRACT FOR SUBMISSION OF SELF SELECTED PROJECT

Developed by: Professor Nancy T. Cupolo, M.Ed.

Department of Teacher Preparation

Exceptional Child - EDUC 108

Outline for Class Project

Introduction: In lieu of a final exam for this course you must complete a Self-Selected Research Project as mentioned in your course syllabus. By the fourth week of class you should choose a special education topic that is of interest to you and complete the steps below as outlined on the **course syllabus**. This project will be developed in steps throughout the course then summarized in a 6-8 page paper to be submitted towards the end of the course. The steps will become the appendices to your final paper: All steps must be submitted with your completed term paper. The term paper is due on the date which you agree to by signing the contract provided on the last page of this document. Your date is _____. Late submission is not an option in this course. Save all of your steps as they will become the appendix to your final paper.

Step #1: Identify Your Project:

1. Choose a topic, next outline your thoughts and the steps you will follow to proceed.
2. Brainstorm the main idea, (complete on form provided, see page #7, enclosed).
3. Pose questions you would like to answer relative to your topic.
4. Submit your outline by week #4 on page #7 enclosed.
5. Write an introductory paragraph “Why I chose this topic” and summarize your 4 or 5 questions that you listed on your outline in paragraph form (Step #1).

Step #2: Narrow Down Your Topic/Review the Literature:

1. Locate and review 4 articles about your topic (you may use books or journal articles or an internet source). Complete the article reviews in the packet distributed in class.
2. Read the articles, summarize the information using the Article Review Packet which will be distributed in class.
3. Submit your questions and article comparisons/summary by week #7.

Step #3: Complete the “Hands On” Portion of Your Project:

1. Complete your visit, class observation, interview or whatever.
2. Summarize this event in paragraph form relative to your topic.
3. Relate your project to your review of literature/research in paragraph form (this will be submitted with your final paper; include your notes in your appendix to your final paper).
4. This should be completed by week #9.

Step #4: Answer the Remaining Questions You Have Raised:

1. Using information you have gathered and your course readings/text summarize the answers to your own questions you have posed by adding additional detail in paragraph form.
2. Refer to information from your text that relates to your topic in paragraph form in the body of your paper.
3. This should be completed by week #12. [Not submitted prior to final paper submission.]

Step # 5: Pulling Your Paper Together/Concluding Your Topic:

1. Give your own opinion regarding your topic in paragraph form.
2. Tell how your topic relates to special education and early childhood.
3. Discuss what you have learned from this project.
4. Submit the typed, double spaced paper on _____ (6-8 pages in length) (one inch margin on all sides)
5. Proofread for grammar & spelling and submit the signed self-monitoring chart found here on page 10 with your final paper.

6. Attach all appendices, bibliography to your paper.
7. Submit your paper on _____. This is a Firm Cut Off Date for all Project Submissions. Late submission is NOT an option for this project.

STEP #1 of Project

Identify Your Project

1. Fetal Alcohol Syndrome
2. Inclusion Controversy
3. Downs Syndrome
4. Communication Disorders
5. Epilepsy
6. Media's View of People with Disabilities
7. Tourette's Syndrome
8. War and It's Impact on Children
9. Environmental Causes of Mental Retardation
10. Technology for Children with Special Needs
11. The Visually Challenged Individual
12. Drug Use and the Unborn Child
13. Deaf and Hard of Hearing
14. College Life for a Person with Special Needs
15. Section 504 and It's Application, A.D.A. Law
16. Gifted and Talented Children
17. Living in a Group Home
18. Parental Reactions to Children with Special Needs
19. Physically Challenged Individuals
20. The Role of the Teacher of Special Needs Children
21. Resources to Our Community
22. Autism or Pervasive Developmental Disorders
23. Attention Deficit Disorders
24. Cancer and Children
25. Legal Processes
26. Speech and Language Impairments
27. Emotional Disturbance
28. Holding Therapy
29. Infants and Toddlers with Special Needs
30. Attitude Barriers
31. Obsession - Compulsion Disorders
32. Sterilization
33. Career Opportunities
34. The Learning Disabled Child
35. Dyslexia
36. Art Therapy
37. Occupational Therapy or Physical Therapy
38. Family Reactions
39. Pros & Cons to Using Drugs as a Means of Treatment

***This is just a guideline, feel free to create your own topic or idea to research in the area of special education.**

STEP #2 of Project

Narrow Down Your Topic Possible Journals/Resources/Web Links

Journals:

Behavioral Disorders
Beyond Behavior
Claiming Children
Journal of Emotional and Behavioral Disorders
American Journal of Mental Retardation
Down Syndrome News
Mental Retardation
The Advance
The Journal of the Association for Persons with Severe Handicaps
Supported Employment Infolines
Advocate (Autism)
Autism Research Review International
Journal of Autism and Developmental Disorders
Journal for the Education of the Gifted
Gifted Child Today
Gifted Child Quarterly

Web Links:

IDEA Practices

<http://www.ideapractices.org>

Autism

<http://www.autism-society.org>

Deafness

<http://www.edu.kent.edu/deafed>

Severe Disabilities

<http://www.tash.org>

Cerebral Palsy

<http://www.ucpa.org>

A.D.D.

<http://www.chadd.org>

Epilepsy

<http://www.efa.org>

Dyslexia

<http://www.dyslexia.com>

Learning Disabilities

<http://www.ldanatl.org>

Stuttering

<http://www.stuttering.com>

Brain Injury

<http://www.biausa.org>

Blind

<http://www.acb.org>

FINAL PROJECT - AUTHORS
For STEP #2 of your Project - Research

When researching your final project you may want to research the following authors in the library or on the Internet to obtain additional information about your topic:

Suggested Authors:

Bloom, B. S.	Getman, Gerald
Braille, Louis (V.I.)	Hallahan, P. P., Kaufman, J. M.
Bruner, J. S. (Gifted)	Guilford, J. P.
Frostig, Marianne (M.R.)	Chess, Thomas (B.D.)
Furth, H. G.	Kirk, Samuel (M.R.)
Gallaudet, Thomas (Deaf)	Fleming, E. S. (B.D.)
Sontag, E.	Lowenfield, B. (Art)
Hartmann, R.	Terman, L. M. (Gifted)
Walker, H. M.	Montessori, M.
Snell, M. E. (V.I.)	(M.R.) Perkins, W. H. (V.I.)
Smith, Sally (L.D.)	Blatt, B.
	Barraga, N. C. (V.I.)
	Bower, E. M.
	Ren Zulli, J. (Gifted)
	Torrance, E. P.
	Elkind, D. (B.D.)
	Ostrosicy, M.
	M.(V.I.) Smith, D. D. (B.D.)
	Santos, K. (Fragile X)
	Thomas, P. J. (Communication)
	Uta Frith (Autism)
	Gallagher, T. M. (Communication)
	Hammill, D. (L.D.)

Recommended Journals:

Teaching Exceptional Children
The Sight Saving Review
Exceptional Children
American Annals of the Deaf
Volta Review
Journal of Applied Behavior Analysis
The Exceptional Parent
Journal of Special Education
Education and Training of the Mentally Retarded
Mental Retardation
Journal of Visual Impairment and Blindness
Learning Disability Quarterly
Journal of Mental Deficiency
Journal of the Association for Persons with Severe Handicaps
Journal for the Education of the Gifted
Gifted Child Quarterly
Journal of School Psychology

Behavioral Disorders
Exceptional Children
The Pointer
Remedial and Special Education
Journal of Speech and Hearing Disorders
Journal of Abnormal Child Psychology

Also see your text pages 566-609 for authors, titles etc...
Internet sources are also acceptable.

**Ideas for Final Project - “Hands On” Portion
STEP #3 of Project**

*Listed below are some ideas for your interactive portion of this project known as Step #3.
Feel free to be creative & innovative here and propose your own idea as well.*

1. **Interview:**

- “ An administrator in Special Education regarding laws and regulations
- “ A person with a disability
- “ A parent
- “ A classroom teacher
- “ A sibling
- “ An administrator in a public school about “Inclusion” pros and cons
- “ A representative from Special Olympics, the Epilepsy Foundation etc.

2. **Classroom Observation:**

- “ Inclusive program or self contained class
- “ Day Treatment Facility
- “ Supportive agency

3. **Visitation:**

- “ To a Special Education Training and Resource Center, Residential Home or special program meeting
- “ A child’s home
- “ Local hospital
- “ Hudson Valley Community College Disabled Student Service Center

4. **Reviewing a TV Series /Videotape Analysis of Movies:**

(If you choose this option, 2 are required)

- “ watch a TV series (Life Goes On) or 2 videos
- “ write observations for 2 shows or videos and comment

5. **Creating a Resource Booklet:**

- “ research services available
- “ compile a brochure or booklet with name, address, phone number etc...

6. **Telephone Interview with a Respite Program/Agency/Parent Organization:**

- “ After School Care
- “ Babysitting

7. **Compare/Contrast “2-3” Movies on Persons With Special Challenges:**

- “ Rainman, Scent of a Woman, My Left Foot, Simon Birch etc.
- “ The Broken Chord, Little Man Tate, Educating Peter
- “ A minimum of 2 are required on one topic.

*Be sure to list name, date and details of your visit or interview in the Appendix of your paper.

***NOTE:** If you choose a movie you must watch a minimum of 2 and compare and contrast the content and key points.

Suggested films/videos to view:

Seizure Disorders and the School Awakenings	Epilepsy	Epilepsy Foundation
The Other Side of the Mountain	Physically Challenged	Video Store
The Carrie Buck Story	Physically Challenged	T.V.
What About Bob	Sterilization	T.V.
The Touching Tree	O.C.D.	Video Store
The ABC's of A.D.D.	Obsessive-compulsive Disorder	O.C.D. Foundation
Children of a Lesser God	A.D.D.	H.V.C.C. Library
Rainman	Deaf	Video Store
Forrest Gump	Autism	Video Store
David	Developmental Delays	Video Store
F.A.T. City: How Difficult Can it Be?	Down's Syndrome	H.V.C.C. Library
Little Man Tate	Learning Disabilities	H.V.C.C. Library
Searching for Bobby Fisher	Gifted	Video Store
Blink	Gifted	Video Store
Scent of a Woman	Visually Impaired	Video Store
The Broken Chord	Visually Impaired	Video Store
Educating Peter	Fetal Alcohol Syndrome	Mrs. Cupolo
ABC's War and It's Effects	Down's Syndrome	Bethlemen Central Lib.
Life Goes on	Physical Challenge Birth Defects	Mrs. Cupolo
Nell	Down's Syndrome	T.V. or Mrs. Cupolo
Born to Be Wild	Speech and Language Develop	Video Store
My Left Foot	Sign Language	Video Store
The Piano	Physically Challenged	Video Store
Arts in Education	Physically Challenged	Video Store
Special Olympics	Arts in the Classroom	Mrs. Cupolo
Steep and Deep	Physical/Mental Challenges	Mrs. Cupolo
	Physical Challenges	Mrs. Cupolo

*Also check your "Movie Review Analysis Packet" for an additional list of videotapes to view with descriptions.

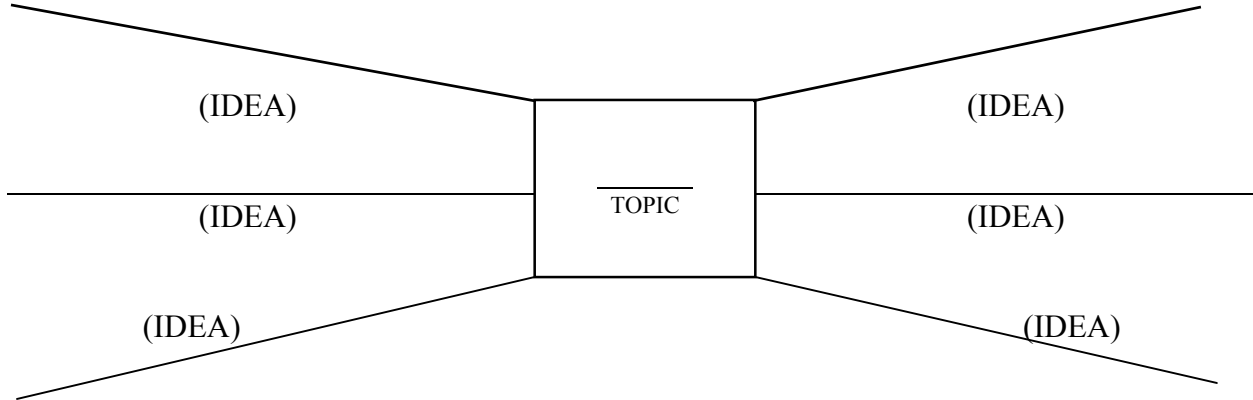
STEP #1 - Project Outline

Student Name: _____

Section: _____

Directions:

Review the information contained in this packet regarding topic ideas (pg. 2), authors (pg. 4), videos available (pg. 6) and suggestions for hands on exploration of a topic (pg. 5). Decided which topic is of interest to you. Brainstorm your ideas about this topic here:



Next, organize your thoughts in a sequence of questions which you would like to answer as you research your topic here:

Title of My Project/Page will be: _____

The Questions I will answer in my paper are:

1. _____
2. _____
3. _____
4. _____
5. _____

**HUDSON VALLEY COMMUNITY COLLEGE
DEPARTMENT OF TEACHER PREPARATION**

This is Step Two

HOW TO SUBMIT AN ARTICLE SUMMARY OR RESEARCH REVIEW

A. Format to follow at top of paper: (See your Article Review Summary Packet)

Student Name: _____	Article Name: _____
Course Name & Number: _____	Author: _____
Instructor: _____	Journal Name: _____
Date of Publication: _____	

B. When completing an article review or review of several pieces of literature related to this course the following outline should be followed:

I. Summary:

Begin by writing the author's name, title of the article, Journal's name, date of publication and pages on the first line.

Ex: In the article written by Busch, Robert titled, "The Red Marble," Young children, 1992, pages 64-66 the author highlights the following key points..."

- List the key points in your own words.
- Compare and contrast the key ideas.

II. Evaluation

.Discuss the new ideas you have learned (theories, strategies)

.Did the article give information you can use in your career? If so, explain.

.Was the article theoretical or based upon practical ideas?

III. Recommendation

.Would you recommend this article for future use by early childhood educators? Why or why not?

*Be sure to compare/contrast the author's viewpoints in your final paper submission based upon the article reviews you are doing now.

*In your final paper be sure to include a copy of the articles in your appendices

*Remember you need 3 sources for your final paper. You will submit 3 articles and 3 reviews as appendices. In the body of your paper you will compare/contrast and summarize your research using your 3 reviews as your base.

Guideline For Your Bibliography

At the end of your 6-8 page typed report you should have a bibliography page which lists your sources. Your resources (articles or books) should be compiled using an APA style format.

The APA style format is as follows:

For Articles or Books

Citations for periodical articles contain four major parts: author, date, title of articles, and publication information (periodical title, volume number, and page numbers)

Example:

Greer, and Greer, J., 1995 Questions and Answers about Inclusion: What Every Teacher Should Know, The Clearing House, July/August, p. 6-10.

For Electronic Sources

APA recommends giving information from electronic sources in the same format such as author, date, title, from description (such as On-Line or CD-Rom) periodical title and database name for a CD source.

Example:

Schnaiberg, Lynn, 1996 What's Right for Rafael?, Teacher, March, Volume 2, p. 84 - 90, CD-Rom, Abstract from: Eric: First Search File, Item: 78-23878.

If you are using a web site be sure to list the web address correctly, such as:

<http://www.apa.org/journals/webref.html>

Some helpful APA Style resources are:

<http://www.psychwww.com/resource/apacrib.htm>

<http://www.apa.org/journals/webref.html>

http://webster.commnet.edu/apa/apa_index.htm

Self-Monitoring Chart/Checklist for Self Selected Project

Directions: Before submitting your final self-selected project for this course you may want to use this self-monitoring chart to be sure you have completed all of the necessary components of this project to ensure a quality paper.

Components Required	Included	Not Included
Cover Page - Your Name, My Name, Title, Section		
Instructor Grading Sheet - Page 11 of Project Packed		
Six-Eight Pages, Typed - Narrative Format		
Double-spaced		
One Inch Margins		
Grammatically Correct		
Correct Punctuation		
Correct Spelling		
Correct Paragraph Formation		
Proof Read		
MLA or APA format		
Works Cited/Bibliography Page		
Contained In a Binder		
Appendix Well Labeled		
Contents of Appendix:		
Step #1 - Semantic Map		
Step #2 - Articles and Reviews		
Step #3 - Hands on Notes		
Step #4 - Reference to Text		
Conclusion, Own Opinion in Body of Paper		

I agree that I have reviewed my term paper and have met all of the criteria listed in the project outline packet.

Student Signature: _____

Date: _____

**Instructor Feedback Sheet
Final Project
Grade Analysis Rubric
Professor Cupolo**

Student Name: _____

Date: _____

Components of Final Paper	Points Received
* <u>A typed 6-8 APA or MLA formatted Term Paper written in narrative format which includes all of the following steps:</u>	
Step #1 <u>Identification of Project</u> - Semantic Map - Project Outline Form - Introductory Paragraph/Definition of Topic	= _____ (20)
Step #2 <u>Topic Review/Research Summary</u> - Questions Posed - Background Research - Literature Review (Compare/Contrast 6 Articles)	= _____ (20)
Step #3 <u>Hands On Project Summary</u> - Summary of Events in Appendix and in body of paper - Summary of Information Learned	= _____ (20)
Step #4 <u>Summary of Questions</u> - Summary of Additional Questions - Summary of Information gained in class/text	= _____ (20)
Step #5 <u>Conclusion and Formatting of Paper:</u> - Own Opinion - Concluding Statements - How topic relates to regular or special education - Bibliography APA or MLA format - Appendices (all previous steps) - Grammar/Spelling/Typing - Length of paper 6-8 pages - 1" margins, double spaced, numbered pages - APA/MLA Format	= _____ (20) = _____ (TOTAL POINTS) Letter Grade: _____

Comments:

* Late submission is not an option in this course as stated on the first day of class.

* A Penalty of 10 points is applied when “steps” have not been submitted prior to the final paper’s submission as required as outlined in the Project Outline packet.

**Contract for the Submission of My Self-Selected Project
For
Professor Cupolo**

Student Name: _____

Date: _____

I hereby agree to complete my self-selected project for this course on _____. I will also present my oral report on my project on this date. I understand that the consequence for not submitting my paper on the date indicated, herein, is failure on my self – selected project, a grade of 0 which is 40% of my grade. If I do not present an oral report of my project I will receive a 0 which is 10% of my grade.

Since I have established my own deadline for the submission of my project, I agree to be responsible and prepared with my completed project on this date.

I have read the information on plagiarism attached to my course syllabus and I understand what it means. I agree not to falsify any information on my paper and to cite all of my sources frequently. I understand that failure to do so can be penalized by failure on my paper, failure in the course, and/or academic dismissal.

Signed: _____
(Student)

Date: _____

Signed: _____
(Instructor)

Date: _____

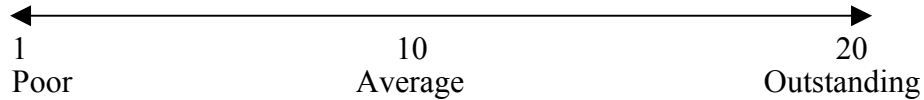
Student Name: _____

Section: _____

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**PEER ANALYSIS REVIEW
FINAL PROJECT - ORAL PRESENTATION**

Directions: As you watch and listen to your classmates present their project record their name and rate their presentation in each area below on a scale of 1 - 20.



PEER REVIEW

	Student Name	Introduction	Clarity	Main Idea	Visual Aids	Conclusion	TOTAL POINTS
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							