

Creating Family Assessment Portfolios (FAPs) in SED 101

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Abstract

Forty-eight students were enrolled in the honors section of SED 101 (The Exceptional Learner) during the Fall semesters of 2010 and 2011. They completed a service-learning project where they worked in teams of four to create Family Assessment Portfolios (FAPs) for 12 children with Autism Spectrum Disorder (ASD) who attended a preschool program. Analysis of student reflective essays and survey data provided evidence of meaningful learning outcomes. Results are discussed in relation to incorporating discipline-based service-learning projects into university courses and efforts that instructors and students must make to assure such projects are worthwhile.

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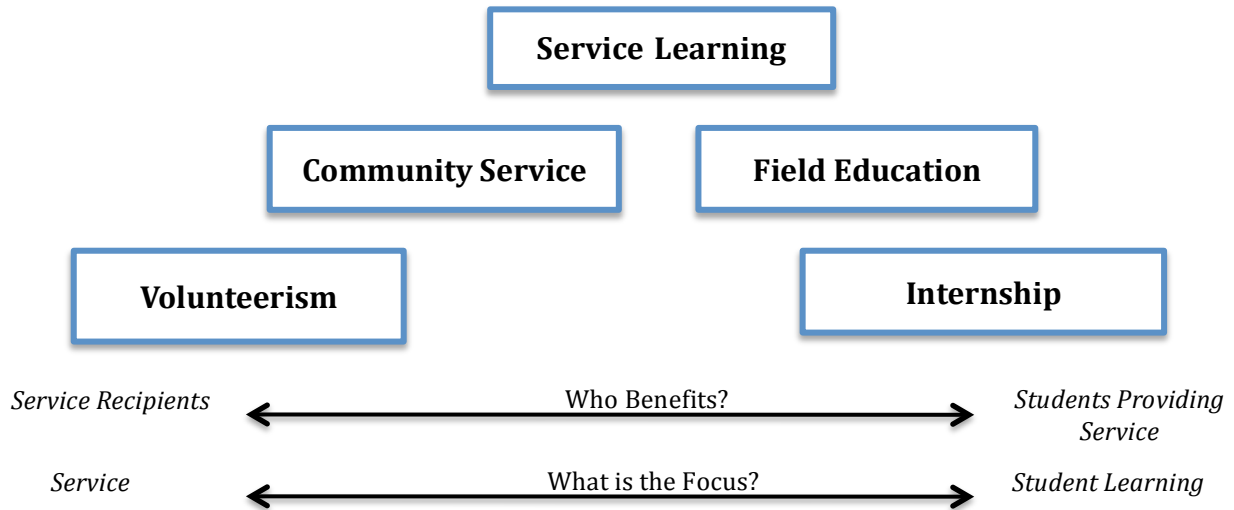
Forty-eight students were enrolled in the honors section of SED 101 (The Exceptional Learner) during the Fall semesters of 2010 and 2011. They completed a service-learning project where they worked in teams of four to create Family Assessment Portfolios (FAPs) for 12 children with Autism Spectrum Disorder (ASD) who attend the *Sprouts* early childhood program. The Family Assessment Portfolio (FAP) is a new tool in special education that consists of scrapbooks and movies that families of preschool children with disabilities can use to introduce their children to future educators (Meadan, Thompson, Hagiwara, Herold, Hoekstra, & Manser, 2009; Thompson, Meadan, Fansler, Alber, & Balogh, 2007). This service-learning project was investigated in regard to the learning outcomes of ISU students who created the FAPs and the satisfaction levels of parents on whose children the materials were created.

Service-learning

Experiential education

According to Furco (1996), experiential education programs can be distinguished from one another based on the emphasis that is placed on service (benefits to the recipients) and learning (benefits to students providing the service). Figure 1 shows a pictorial representation of Furco's continuum of experiential educational programs. On one end of the continuum is the volunteer experience, where the focus is on students providing a service that helps others. Although students may learn valuable lessons as the result of volunteering, specific learning outcomes are not identified and the focus is not on student learning. On the other end are internship programs. Although a service provided during an internship may be helpful to others, students participate in internships for their own benefit (e.g., to learn skills, to open doors for future opportunities). Service-learning programs "are distinguished from the other approaches to

Figure 1: Focus and Benefits of Experiential Service Programs¹



experiential education by their intention to equally benefit the provider and the recipient of the service as well as to ensure equal focus on both the service being provided and the learning that is occurring” (Furco, 1996, p. 5).

Benefits to families

The FAP service-learning project attempted to strike the balance between service and learning that was advocated by Furco (1996). Prior research suggested that FAPs would be valued by families of children with disabilities as well as future teachers. Meadan et al. (2009) reported that FAPs helped facilitate the transition of children from early childhood special education programs to kindergarten. Moreover, parents also used FAPs to explain their child’s behaviors and needs to others who entered their child’s life, such as new therapists, respite workers, neighbors, and relatives. Therefore, there was a logical as well as a research basis for anticipating that FAPs would provide a tangible benefit to families with children with Autism Spectrum Disorder (ASD).

¹ Adapted from Furco (1996)

Benefits to ISU students

However, it was also anticipated that the SED 101 students who created the FAPs would reap considerable benefits. First, the process of taking photos and filming a child requires the SED 101 students to closely observe a child and identify the child's communication, motor, and socialization skills (as well as identify artifacts of the child's school work that are relevant to educational planning). Becoming a proficient observer of children's behavior is the foundation for developing assessment skills in special education (Salvia, Ysseldyke, & Bolt, 2007). A second potential benefit for the students was the opportunity to develop multimodal composition skills. Selfe (2005) pointed out "other communication modalities – among them, images (moving and still), animations, sound, and color – are in the process of becoming increasingly important, especially in a world increasingly global in its reach and increasingly dependent on digital communication networks" (p. 9).

Another anticipated benefit was for the students to learn and practice professional communication skills as a result of interviewing and interacting with parents and *Sprouts* teaching staff under the direction of a faculty mentor and graduate students. Also, it was expected that SED 101 students would develop collaboration and teaming skills from participating in the project because of the teamwork involved in creating the FAPs. A final potential benefit to students was related to professional disposition. Although there is widespread agreement that including children with special needs in general education classrooms has many advantages for children with and without disabilities (Salvia et al., 2007), teacher attitudes often pose a significant barrier to successful inclusion. Many teachers are unwilling to adapt their instruction and/or provide accommodations that children with special needs require in order to successfully participate in general education classrooms (Gargiulo & Metcalf, 2010). It was

hoped that creating FAPs would enable ISU students to gain a better understanding of how to identify children's needs and strengths, as well as a better appreciation of the challenges of parenting a child with special needs. Such insight has the potential to diminish teacher fears as well as increase teacher empathy for children with special needs, both of which have been identified in prior research as important factors influencing teacher disposition towards including students with disabilities in their classrooms (Jordan, Schwartz, & McGhie-Richmond, 2009).

Project Logistics

Course organization and format

Like survey courses in other fields, SED 101 includes a wide range of topics (e.g., characteristics of children with different disabilities, legal responsibilities of schools, beginning information on effective instructional interventions) and no topic is covered in depth. An instructor of the SED 101 honors section has two major charges: (a) to fully cover the "*mile wide – inch deep*" content associated with the course, and (b) to provide enhanced learning opportunities associated with a honors section. To address the first charge, each week students were required to read a chapter from a textbook and watch corresponding enhanced podcasts outside of the class meeting time created by the instructor that highlighted, clarified, and expanded on information presented in the textbook. The class met twice per week for 75 minutes each session, and one class session each week was devoted to reviewing and discussing content from the weekly reading assignment and enhanced podcasts.

The other class session was devoted to the FAP service-learning project. Heffernan (2001) indicated that a discipline-based service-learning project has a close link between the course content and the community experience. Because creating a FAP required students to work with families and observe children with disabilities, it was anticipated that the students would

readily perceive the relevance of course topics. That is, students would find it hard to dismiss topics, ranging from educational laws to managing student behavior, as matters that apply to someone else in some other place. Rather, the children with disabilities, their families, and the *Sprouts* staff would serve to remind students of the applicability of the course content to the lives of real people.

Timelines

The instructor had worked with ISU students, public school teachers, and early intervention case managers in creating over 30 FAPs for seven years prior to initiating this project. Therefore, the time and effort it would take students to create the materials was not a mystery. The chart below outlines time frames for the major activities and milestones of the project.

Table 1: Timeline for FAP service-learning project

Activities and Milestones for SED 101 FAP Service-Learning Project	Weeks								
	1-2	3-4	5-6	7-8	9-10	11-12	13-14	15	
Get into groups & learn about FAPS	+++								
Complete Parent Interview #1 for Book		+++							
Collect Artifacts for Book			++++++						
Write Book, Present Draft to Parents				+++++					
Complete Parent Interview #2 to edit book & create storyboard					+++++				
Publish book & collect film footage						++++++			
Write & record narration for film							++++		
Present draft of film for parents								+++	
Complete Parent Interview #3 to edit film									+++
Create final draft of film									+++
Present film and book to parents									++

Data Sources

Student reflective essays

Student reflection is an essential component to any service-learning project. Through contemplating their involvement, students gain a better understanding of their service-learning experience and how it relates to what they are studying in the course, and an appreciation for what they are doing to make a difference (Eyler, Giles, & Schmiede, 1996). This project

provided multiple opportunities for unstructured reflection throughout the semester during class discussions and small group work. However, there were also three structured reflection opportunities.

Students were asked to write responses to seven reflection questions (see Box 1) at the start of the semester (before work on the FAP began), in the middle of the semester (as they were in midst of the project), and at the end of the semester (after the project has been completed). Students wrote their responses to the essay questions during class time. The writing time for seven questions was set at 45 minutes, and anecdotally it was noted that most students took most of the allotted time to complete their responses.

Surveys

Responding to the reflection questions was a class assignment on which students were evaluated based on their writing quality and thoughtfulness. Although students were explicitly told that they were free to express their thoughts and opinions, it is reasonable to assume that students could feel obliged to provide reflections that they perceived would please the instructor. Therefore, partially as a check against the possibility of basing conclusions solely on data that could be influenced by a desire to provide socially desirable responses, students were asked to complete an online survey about their experiences and their impressions of the value of the FAP project after the semester was completed. The online survey was anonymous in that students did not provide any identifying information and the instructor made no effort to associate responses with an individual student. The survey questions and student responses are presented later in this article.

Also, because service-learning projects are intended to equally benefit students and service recipients, parents were asked to complete a paper survey about their impressions of the

*Box 1: Reflection Questions Provided to Students at Weeks 1, 9, and 16*Before (Week 1)

1. What do you hope to learn from creating a FAP?
2. What types of information would be helpful to share with a kindergarten teacher who was going to have a child with autism spectrum disorder in his or her classroom?
3. Briefly describe how to create a 5 to 10 minute movie on a child to communicate information to a new teacher.
4. This project requires students to work in teams of 4 throughout the semester. What do you think might be some of the advantages, drawbacks, and challenges of working with 3 other students on this project? What factors influence whether or not a student is a good team member with whom to work on this project?
5. How can a teacher display professionalism when working with parents and/or professional colleagues?
6. How should general education teachers respond when asked to include children with disabilities in their classrooms?
7. What do you expect to learn in this course that will be directly applicable to the lives of the children on whom you create the FAP?

During (Week 9)

1. What have you learned so far from your efforts to create a FAP?
2. What types of information would be helpful to share with a kindergarten teacher who was going to have a child with autism spectrum disorder in his or her classroom?
3. Briefly describe how to create a 5 to 10 minute movie on a child to communicate information to a new teacher.
4. This project requires students to work in teams of 4 throughout the semester. What have you found to be some of the advantages, drawbacks, and challenges of working with 3 other students on this project? What factors influence whether or not a student is a good team member with whom to work on this project?
5. How can a teacher display professionalism when working with parents and/or professional colleagues?
6. How should general education teachers respond when asked to include children with disabilities in their classrooms?
7. What have you learned in this course that is directly applicable to the lives of the children on whom you are creating the FAP?

After (Final Exam Week 16)

1. What did you learn from your efforts to create a FAP?
2. What types of information would be helpful to share with a kindergarten teacher who was going to have a child with autism spectrum disorder in his or her classroom?
3. Briefly describe how to create a 5 to 10 minute movie on a child to communicate information to a new teacher.
4. This project required students to work in teams of 4 throughout the semester. What have you found to be some of the advantages, drawbacks, and challenges of working with 3 other students on this project? What factors influence whether or not a student is a good team member with whom to work on this project?
5. How can a teacher display professionalism when working with parents and/or professional colleagues?
6. How should general education teachers respond when asked to include children with disabilities in their classrooms?
7. What have you learned in this course that is directly applicable to the lives of the children on whom you created the FAP?

process and the value of the materials following completion of the project. However, because

Meadan et al. (2009) had previously conducted a study investigating parent perceptions and

satisfaction with the FAP, gathering information from parents was not emphasized in this study.

Research Procedures & Findings

Data collection procedures

An IRB proposal to collect data and complete data analyses was prepared and approved prior to the first class meeting of the Fall 2010 section. Procedures outlined in the IRB were followed to request students consent to allow their reflective essay responses (see Box 1) to be used for data analysis purposes when the course was over. In total, 47 of the 48 students who were enrolled in the two sections provided consent. A faculty member from another ISU department in a different college came to classroom without the instructor present to request consent, and after the courses were over and final grades submitted (but prior to data analysis), the responses of the student who did not provide consent were removed from the data set. All identifying information from the essays written by the students who provided consent were removed prior to data analysis.

Data were analyzed using procedures consistent with the Constant Comparative Method (Glaser, 1965) and naturalistic inquiry (Lincoln & Guba, 1985). Specifically, data analysis procedures outlined by Caudle (2004) were employed. The reflective responses for each student in the 2010 section were coded independently by four researchers (two faculty members and 2 graduate students). Next, two data analysis teams were formed, consisting of one faculty member and one graduate student on each team. Each faculty member/graduate student team negotiated their codes and identified initial themes. After that, the two faculty members met and themes from the two teams were negotiated for the 2010 section. Data from the 2011 section was used to assess confirmability of the 2010 findings. One faculty member and one graduate student independently coded responses and identified initial themes. Once their independent work was completed, the faculty member and the graduate assistant negotiated themes for the 2011 section.

The final step was for the faculty member and graduate assistant to compare the 2010 and 2011 findings in order to arrive at final themes.

Student survey data were collected online. Since both sections were fall semester courses, students were contacted by e-mail early in the following spring semester when grades for SED 101 were finalized and they no longer had the instructor for a course. Students responding to the survey provided no identifying information. Measures of parent satisfaction were collected through a mail survey. When the final products (e.g., Scrapbook and Film) were delivered to the parents, parents were provided with a survey and a postage paid envelope to return the survey to the lead researcher. Descriptive analyses were applied to survey data.

Results

Themes from reflective essays. The responses to the reflective essay questions from students from both 2010 and 2011 the sections were quite similar. Therefore, there was strong evidence for confirmability of findings. The first theme was that the service-learning project (i.e., creating the FAP) resulted in students gaining a greater appreciation for the unique characteristics of children with disabilities as well as developing higher expectations for children with ASD. According to one student, *“I really understand now that no two children are the same. This course has helped me to realize that I should not underestimate the capabilities of children with disabilities I have learned so many good things that teachers can do for the child, such as, being encouraging and designing curriculum so that everyone can benefit. All of these things are applicable to Robert. He does have Autism but he is capable of a lot and his teachers know this.”*

A second theme was that student perspectives of what teachers needed to know about a child changed during the course of the semester. Early in the semester students felt that

kindergarten teachers who were preparing to have a child with ASD in their classrooms needed to know about the problems a child poses and how to manage the child's problems. But, as the semester went on, the students emphasized the importance of understanding a child's relative strengths and what the child is able to do. This theme is evident in excerpts from the responses of one particular student in her three essays:

Essay 1: The child may be unsocial and reluctant to interact with the rest of his or her classmates..... The child may also have a hard time paying attention or staying focused during an activity as well. He or she may have a behavioral habit that is done frequently for comfort, like flapping his or her hands or singing. The child may need reminders to stay quiet while the teacher is speaking or to raise his or her hand when something is needed. Bathroom break reminders may also need to be utilized.

Essay 2: A teacher should know about the child's skillsCommunication skills will be a big factor—can the child verbally communicate, or does he need to sign for things that he needs? A teacher should know if the child needs a boardmaker to signal for his needs, or any other alternative form of communication. A teacher should know if the child can perform certain tasks on his own, like eating or drinking or going to the bathroom. It would also be helpful to inform the teacher of any repetitive behaviors the child performs, such as hand flapping or repeating words at random times. The child's social skills as well as motor skills should also be addressed—is he aware of his peers? Does he usually like to play by himself? Can he stay seated for a long time, or will he need assistance when sitting as a group during circle time? Can he write with a pencil?

Essay 3: A kindergarten teacher should know a variety of the child's skills. Know how the child primarily communicates and if he is able to express himself verbally. If he does

not have much verbal capabilities, then the teacher should know how any alternative forms of communication, such as sign language or PECS. Communication is going to affect how the teacher helps that child learn in a classroom setting..... know how the child deals with changes in normal routines. The teacher may have to implement the use of a boardmaker with the day's activities listed out, or she may have to continually prepare the child ahead of time when a transition in the day's activities is about to occur..... Know about the child's self-help skills. Can the student go to the bathroom on his own, or does he need assistance? Can he wash his hands by himself? The teacher should also know about any food allergies, which would be especially important during snack time.....know how the child's social skills are developing.....Does he sit still and participate, or does he like to get up and walk around?

The third major theme that emerged was that the students struggled with the assignment in terms of finding time to collaborate with one another and making compromises at critical decision points. For example, one student reported that *“It was sometimes really difficult to find days and times to meet due to our busy schedules, so finding a time and meeting up was a challenge. Also, another challenge was that sometimes some group members did not like an idea or suggestion and a lot of tension was caused.”*

The fourth theme that emerged was that few students came to the course with multimodal composition skills, but practically all students reported that they exited the course with new skills. In her first essay, one student reported that she had little idea on how to create a film other than to capture footage on camera and put it on a disk. By the end of the class, this student wrote, *“You have to gather all of the pictures and video of the child. You then must edit everything (cropping, time, stabilization) and put them in an organized and logical order for the movie.*

Then, you must have a script of what you are going to say about the child and record over the clips that you wanted to record over. After this, watch your movie and make any other possible editing changes (extracting audio, transitions, etc). Then, you can put the music underneath it, making sure that it doesn't override the video sound or your recorded voiceover. Be sure to include important information such as who made the video, why, and any other important information in the credits of your video."

The last major theme was the increased respect for family experiences and the value of information that families provide as a result of creating the FAP. According to one of the students *"I have also become aware of the challenges families face when they have a child with a disability. This includes things like acceptance, getting treatment, family status issues, and long term plans for the family members."* Another student said that interviewing the mother was an *"an eye opening experience"* because although she had known families with children with ASD, she had never had the opportunity (or an excuse) to have such an indepth conversation about what it is like to parent a child with a disability. Finally, a student captured the essence of many student responses when reporting *"Sometimes a parent has already discovered the best way to deal with some situations and if the teacher is aware, it can help lessen the distractions in the classroom for the other students."* It is noteworthy that this student is suggesting that parents with children with disabilities may have valuable information to share with teachers that can help the education of all of the students in the classroom.

Results of Student Surveys. Twenty-three of 48 students responded to an online survey following the course for 48% response rate. The survey questions are provided and summarized in Table 2. Results show that the vast majority of students who chose to respond to the survey

were positive about their learning experience in that (a) they were confident they could provide good advice about information kindergarten teachers need

Table 2: Student Survey Responses

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
Indicate the extent to which you agree with this statement: If a parent of a child with a disability were to ask me what information a kindergarten teacher would like to have about their child before he or she comes to school, I would be very confident that I could provide the parent with good advice.	0	0	0	15	8
Please indicate the extent to which you agree or disagree with the following statement: Most students with special education needs should be educated for most of their school day in general education classrooms.	0	0	6	7	10
Please indicate the extent to which you agree or disagree with the following statement: General education teachers should devote time and expend effort to adapt their instruction and make accommodations so that students with special education needs can participate in general education classrooms	0	0	1	9	13
Please indicate the extent to which you agree or disagree with the following statement: In future SED 101 honors courses that Dr. Thompson teaches, he should require a service-learning FAP project that is similar to the one required this semester.	0	0	3	5	15
	<i>No Value</i>	<i>A Little Value</i>	<i>Some Value</i>	<i>Significant Value</i>	<i>Very Significant Value</i>
Please rate the value the “SED 101 FAP Project” in terms of increasing your awareness of the skills and behaviors to observe in a child with a disability who is entering kindergarten.	0	0	2	7	14
Please rate the value the “SED 101 FAP Project” in terms of increasing your knowledge and skills in regard to professional interactions with parents and education professionals	0	0	6	7	10
Please rate the value the “SED 101 FAP Project” in terms of increasing your knowledge and skills in regard to collaborating with others on a multiphase, group project.	0	0	1	9	13

(Table Continues)

Table 2: Student Survey Responses (Cont.)

			<i>Very Little or No Prior Experience</i>	<i>Some Prior Experience</i>	<i>Extensive Prior Experience</i>
Prior to taking this course, rate your prior experience as a filmmaker. That is, what is the extent of prior experience with the process of creating a storyboard, collecting film footage, and editing a movie? (not the same thing as taking home movies and putting footage on a DVD without any editing)			15	8	0
		<i>No confidence</i>	<i>Low confidence</i>	<i>Some confidence</i>	<i>High Confidence</i>
Assuming you had access to all of the necessary equipment as well as access to technical assistance/consultation in terms of answering questions (i.e., not in terms of sitting down next to you and showing you exactly what to do for each step), to what extent are you confident that you could make a short film today that is similar in scope to the FAP films that have been created which have been shown in class?		0	0	12	11

about a new child with a disability who is coming into the classroom, (b) most came in with limited multimodal composition experience, and most left feeling confident that could produce a multimodal product, (c) they perceived they gained skills in conducting observations of a child with a disability, (d) they felt the experience was valuable to them in terms of increasing knowledge and skills regarding professional interactions and collaboration, and (e) recommended the assignment be repeated in future classes.

There were also two dispositional questions related to including children with disabilities in general education classrooms on the survey. Although it would be impossible to make any knowledge claims regarding attitude change since there was no pre-test and no effort was made to separate out the service-learning experience from their other learning experiences in SED 101 and beyond, these data show that the students had a positive disposition toward including children with disabilities at the conclusion of the project and the course..

Finally, the survey included an open-ended question asking for final suggestions for future classes and additional comments. Only 8 students responded, and the responses varied considerably. For example, one student simply chose to quickly relate that the experience was very meaningful and a highlight of the Freshman year, while another student expressed lingering bitterness regarding classmates who were not willing to do their fair share. However, this seemingly unhappy student ended his or her lengthy commentary by reporting the project was worthwhile despite everything, and recommended that it should be repeated in future semesters.

Findings from Parent Surveys. Only 2 of 12 parents returned their surveys. Both parents rated every item with the maximum positive rating. The parents who did not return the surveys have continued to be involved with *Sprouts* and several *Sprouts* staff members have reported that these parents expressed satisfaction with the FAP materials. There is no reason to conclude that parents were not satisfied. However, due to the low response rate, it is not reasonable to present the responses in a table nor is there reason to suggest that these findings represent anything more than anecdotal reports of satisfaction.

Discussion

Data from this study suggests that the FAP service-learning project was meaningful to students, and that the ambitious goals that were established for the project were largely met. Completing the FAP project definitely provided the first-semester freshman enrolled in the honors section of SED 101 the opportunity to step into a professional role in a small way. Having responsibility for completing a FAP placed students in a role where others were depending on their work and they were responsible for specific deliverables. Because collaborating with others in meeting the needs of children and families is a large part of a teacher's job, this project was

well suited to the professional development needs of education majors who are in the beginning phases of their teacher education program. The project also was well aligned with the goals of an honors section of a survey course in special education. Students reported they found the project challenging and it required them to be creative; two attributes that should characterize assignments in a course designated for honors students.

The student survey data confirmed findings from the analysis of student reflective essays. It seems evident that a significant number of students found the service-learning project to be meaningful and worthwhile, and there were only a few students who indicated that the project was overly stressful and/or not meaningful. The most common complaint of students was that it was difficult to find time to collaborate with other students outside of class. Although some students felt that this was evidence that the project was too much work for a single course, it may also reflect the reality that many of today's college students find themselves overscheduled with work and other activities. Students who have little time to devote to their coursework outside of class are at risk of missing out on important learning opportunities during their college education. If this service-learning project forced the first semester freshman to focus more of their time and energy on their studies, then it may have served a noble (albeit unintended) purpose.

The essays and student survey confirmed that the students did not come to their university studies with a strong background in multimodal composition. Despite the ubiquitous presence of YouTube videos, there were few students in this study who came to college with experience and knowledge on how to systematically go about creating a short film using consumer level software. The fact that practically every student reported gaining multimodal composition skills by creating the FAP materials attests to the educational value of this particular service-learning project.

Given that this was a discipline-based service-learning project, it could be argued that the most important learning outcomes were the attitudes and dispositions toward children with disabilities that were either established or nurtured as a result of the project. From increased empathy towards parents, to realizing the importance of understanding a child by his or her strengths and skills instead of just focusing on deficits, the data from this study suggests that creating the FAP acculturated students to values associated with the contemporary world of special education. Although such values can be preached to students during course lectures, providing students with opportunities to closely observe a child over an extended period of time and to learn about a child from a parent's perspective enables students to discover these values in a more authentic way.

It is unfortunate that more parents did not return their surveys, and in hindsight it would have been better to have scheduled face-to-face or telephone interviews with them. However, despite the lack of survey data, there is every reason to believe that the FAP service-learning project provided a meaningful service to families. The two surveys that were returned, the anecdotal reports from Sprouts staff, and prior research reported by Meadan et al. (2009) strongly suggests that parents perceive FAPs to be a valuable and useful tool.

Future instructors that wish to replicate this project, or one like it, should be aware of the organization, planning, and vigilance that will be required. From little matters such as arranging a system to share equipment among students and transporting students to interviews and filming opportunities, to course organization issues such as assuring the course schedule includes sufficient class meeting times devoted to working on the project, to monitoring issues such as checking on student progress so they don't fall too far behind on such a huge project, coordinating a service-learning project of this scope requires that an instructor be organized and

conscientious. The project was challenging for students, and therefore it was stressful. Students can tolerate stress as long as they feel they are not being placed into an untenable situation where they are going to be responsible for something for which they had no control over. It is likely that today's students would react strongly if they perceived that a project of this scope was not well organized or thought through by their instructor. Including the FAP service-learning project in a course would definitely not be a wise decision for an instructor who is unwilling to plan ahead and is not good at attending to details.

Despite the extra effort, the FAP service-learning project was a worthwhile endeavor. This report does not do justice to the quality of materials that were created by students in the two course sections. The films and scrapbooks were incredibly well done, and it is clear that the students took considerable pride in their work. The fact that so many students reported in their reflective essays that they had greater empathy for families with children with disabilities as a result of creating the FAPs was most encouraging.

Perhaps the most significant outcome of the project was that so many students appeared to find their "inner advocate". In their reflective essays several students made eloquent cases for why educators have a responsibility to try and include children with disabilities in general education classrooms, and how inclusive education has the best chance of being successful if educators focus on ways to maximize a child's strengths and skills. When making their cases for inclusive educational opportunities, the students typically used the child on whom they created the FAP as an example (e.g., *Angie could do well in a Kindergarten Class if she were provided a picture schedule and the teacher were to help her during transitions to new activities*). Creating FAPs instilled in SED 101 students the importance of educators providing children with disabilities a chance to be successful in general education classrooms, and this is a highly

desirable learning outcome for future teachers enrolled in an “Introduction to Special Education” course.

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