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Student Ownership of Service-Learning Projects: including Ourselves in Our Community

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Abstract: Service-learning projects can be an effective tool to actively engage students with learning disabilities while also providing needed community service. This article details a five-phase construction plan designed to guide students through the process of planning service learning projects with students responsible for all steps and the teacher assuming the role of facilitator and guide. Service-learning projects are encouraged as a means of including students with disabilities in their community while building academic skills and assuming personal responsibility.

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Student Ownership of Service-Learning Projects:

*Including Ourselves in
Our Community*

TAMMY V. ABERNATHY AND KATHRYN M. OBENCHAIN

Service-learning projects can be an effective tool to actively engage students with learning disabilities while also providing needed community service. The incorporation of academic skills, personal development, and emphasis of volunteerism are fundamental attributes of service-learning projects. This article details a five-phase construction plan designed to guide students through the process of planning service-learning projects. Students are responsible for all steps of the process with the teacher assuming the role of facilitator and guide. Active participation in the planning process results in student ownership of the project. Appropriately planned and implemented service-learning projects help students with disabilities include themselves in their community and allow all students the opportunity to use academic skills and assume personal responsibility.

Professional discussions about students with disabilities have recently included strategies for developing student independence and self-determination, giving students tools to learn (e.g., learning strategies) and teaching students to be active participants in their education (Meichenbaum & Biemiller, 1998; Wehmeyer, 1998). However, working to develop and nurture student independence may conflict with the special educator's role of providing service. The role of special educator as *service provider* and special education student as *service recipient* are fairly fixed through tradition, training, and experience. Therefore, a student's fixed role as the service receiver may hinder attempts at encouraging student independence. For special educators who want to break from these fixed service roles into more fluid roles where teacher, students, and community alternately take on the *provider* and *recipient* roles, specific

instructional methods may be helpful (Varlotta, 1997). Using instructional strategies and methods that more actively involve students and reduce teacher ownership of schooling experiences may be a solution. Service-learning projects that fully include students in all phases of the process are a means of moving students from the passive role of receiving service to the active role of service provider.

Service-Learning

Service-learning has a long history, beginning with the work of individuals like Thomas Jefferson and John Dewey and with foundations in the Progressive movement. The foundation of service-learning rests in both an "American tradition of service to the community" and "the experi-

ential approach to pedagogy" (Alt & Medrich, 1994; Shaffer, 1993). An obligation to service has long been a part of American tradition, where service occurs for unselfish reasons, for the greater good.

Service-learning is an approach to teaching and learning that combines real and needed community service with prescribed academic learning goals. Service-learning goes beyond volunteer and community service projects and instead focuses on merging service with academic and social goals by placing students at the center of the decision-making process (Waterman, 1997). Service-learning also differs from community-based learning, which places students in the community for a learning experience but does not involve students in providing service to the community.

According to Waterman (1997), there are four major anticipated outcomes for participation in service-learning. First, prescribed school curriculum is enhanced and made relevant through service-learning. Second, participation in service-learning projects promotes students' personal development, specifically, enhanced reflective thinking and decision making, awareness and exploration of career options, acceptance of cultural diversity, and increased self-esteem and self-confidence. Third, reflective of Jefferson's thoughts on the role of education in American society, service-learning aims to promote civic responsibility and the development of an attitude or disposition to serve the community. Finally, the local community benefits from the service students provide. The steps in a quality service-learning project are as follows:

1. Students define and focus on their community.
2. Students research community problems, select one, and research it more fully.
3. Students analyze and evaluate public policies related to the problem.
4. Students design and implement a service project to address the problem.
5. Students reflect on and evaluate the process.
(Constitutional Rights Foundation, 1994)

Empirical research supporting service-learning is limited. Anecdotal success stories are abundant (DeVitis, Johns, & Simpson, 1998; Lewis, 1991; Totten & Pedersen, 1997), but substantial research on social and academic outcomes has been less available. Two recent studies (Boston, 1997; Scales, 1999), however, suggest that positive social and academic outcomes are associated with well-run service-learning programs.

Students with Mild to Moderate Disabilities

Service-learning is also beginning to be recognized as a valuable instructional strategy for students with disabili-

ties (Yoder, Retish, & Wade, 1996). However, recent descriptions of service-learning projects for these students focus on the teacher assuming the role of planner and the students being required to participate in direct service. For students with mild to moderate disabilities who feel marginalized by the school system and who are rarely given opportunities to direct their own learning, the teacher as planner model may not result in the intended benefits of service-learning (e.g., personal development outcomes).

Students with mild to moderate disabilities have been characterized as passive learners (Lerner, 1999; Meichenbaum & Biemiller, 1998). These students lack skills and strategies to take the role of an active learner during instruction. Further, passive students also lack motivation and often opt out of classroom instruction. The problem is pervasive enough that many instructional strategies (e.g., Strategies Intervention Model) require the teacher to obtain a "commitment to participate" from the students prior to initiating strategy instruction. Conducting service-learning projects in which the teacher plans the project solidifies students in their passive roles and reduces motivation. Moving students with disabilities from being dependent learners toward being more self-reliant, self-managing students requires teachers to relinquish some of their control and share more of the responsibility for the instructional process with students.

This article describes a process for *planning* service-learning projects that requires student participation and group decision making. The planning process is appropriate for students with mild to moderate disabilities in Grades 5 through 12, regardless of classroom setting. Participation in service-learning activities is appropriate for students who participate in Individualized Education Program (IEP) and transition planning and those who eventually will. Also, students whose IEPs recommend community-based experiences and improved social and self-advocacy skills may benefit. Service-learning projects can be an individualized activity; however, to promote inclusion and develop collaborative skills, the planning of and participation in service-learning projects may be more beneficial to students if they participate in a group. If both teacher and students are motivated, committed, and willing to participate as partners, students will be successful at including themselves in their community.

Constructing the Planning Process

Key Assumptions of the Plan

The intent of this project is to provide teachers with a tool (construction plan) for developing service-learning projects that include students with disabilities in the planning process. Successful use of the construction plan requires the following:

1. Teachers assume the role of a facilitator rather than an instructor.
2. Students develop ownership of the service-learning project by actively participating in the construction.
3. Students work toward consensus through guidance from the facilitator.
4. Facilitator, students, and community members collaborate and build a respectful relationship.
5. Participants commit to the project, including allotting time, providing resources, and making it a priority.
6. Participants respect the process.

The Process

The process could be described as analogous to the construction of a building. This article provides a framework for a five-phase construction process. A class or small group of students are the workers, or subcontractors. Individually and collectively they bring their skills and talents to the planning part (i.e., construction) of the service-learning project. Just as any individual subcontractor is an essential member of the construction crew, each student is an essential member of first the planning, and then the actual project.

Using this construction plan, students move through five separate construction phases, each requiring individual and/or group decisions that move the process forward. All of these construction phases encourage student ownership and higher-order thinking. With proper facilitation, students analyze, synthesize, and evaluate information at almost every step of the process. When they reach the end of the planning process and prepare to sign their building contract, students will know what they are going to do and why they have chosen the project. They will be confident that their service-learning project is not an assignment but an opportunity to serve their community, to make a difference in it, and to improve academic and social skills.

Structured reflection is a key component in service-learning and is a part of this process. Thoughtful reflection throughout the decision-making process encourages students to deliberately think about their role in this project and their role in the larger community. Reflection also encourages the thoughtful connection between the project and the academic strengths and weaknesses of students. It provides teachers and students with an opportunity to collectively examine progress toward specific IEP goals. Without this deliberately structured reflection, students may just be performing a task rather than critically thinking. Sample reflection questions are included with each phase of the planning process, providing structured opportunities for students to reflect about the process and their progress toward academic and social goals.

Construction Phases

As presented in this article, each figure represents one of five construction phases. The first part of each figure is the *Facilitator's Guide* describing the teacher's responsibilities in that phase. The second part of each figure is a *Student Planning Page* where individual students, a small group, or a class record their ideas and decisions. *Student Planning Page* examples appropriate for Grades 5 through 9 are included.

CONSTRUCTION PHASE 1: SUBCONTRACTORS. This phase begins with each student reflecting on what he or she feels strongly about in the community. *Community* is defined as the classroom, school, local, regional, national, or global community, depending on the specific classroom and school. To facilitate the conversation, the teacher asks students to bring forward their individual hopes (wishes) and concerns (worries) for their community. In addition, students reflect on the particular talents and skills they possess as individuals. Using this list as a starting place, students continue this process by interviewing members of their community about their particular wishes and worries. An important part of the process at this stage is moving students from listing and talking about their individual thoughts to hearing the thoughts of others. They begin to see themselves as a part of the larger community (see Figure 1 for *Facilitator's Guide* and *Student Planning Page*).

CONSTRUCTION PHASE 2: SURVEYING THE BUILDING SITE. In this phase, the teacher and students pull together all of the information gathered from individual students, area social service agencies, and the community members interviewed (see Figure 2). It will help to display this list on large sheets of paper around the room. Synthesize the potentially large list into no more than four crucial issues to address. This may mean combining related issues and/or prioritizing needs. Having the information displayed for all may make this step easier. It is important that the teacher facilitate this conversation with the students, asking, for example

- Do you see some things that are not the same but that could be somehow related?
- Did someone mention that people in the community don't seem to know one another like they used to know one another?
- Did the local nursing home administrator mention that many residents are lonely and feel isolated from the community?
- How are those issues related?

The goal of Construction Phase 2 is for students to reach consensus on four community needs. Consensus is arrived at through listening to the collective voices of the

DISCOVERING PERSONAL WISHES, WORRIES, SKILLS, TALENTS, AND CONCERNS OF OTHERS

Construction Phase 1 is a brainstorming activity. The facilitator's role is to guide students to: (a) identify their individual wishes and worries for themselves and their community, (b) identify their individual skills and talents, and (c) interview at least three different community members to build a picture of the community's wishes and worries.

The facilitator guides students through the following five steps:

STEP 1: Brainstorm

Ask students to list the things they wish for and worry about in their community. Guide students to brainstorm and list their particular skills and talents (e.g., artistic, good handwriting, public speaking, humor).

STEP 2: Analysis and Summary

Think-aloud the process of reducing a long list. Guide students through a review of their wishes, worries, skills, and talents to determine their most important wishes and worries and strongest skills and talents. This information is entered on *Construction Phase 1*.

STEP 3: Community Interviews

To reinforce the idea of diversity in a community, students are asked to interview three individuals about their wishes and worries in the community. Structure opportunities for students to practice interviewing and recording responses. (Practice among classmates is suggested as a preliminary step.)

STEP 4: Analysis and Summary

Thinking aloud, guide students to analyze and summarize the results of their community interviews. Record the four most often mentioned wishes and worries on *Construction Phase 1*.

STEP 5: Reflection

This step can be achieved through journal writing or discussion. Sample guiding reflection questions are, From what experiences did your wishes and worries come? What was surprising or interesting about the community's wishes and worries? How did your individual wishes and worries match those of the community?

Me!

These are my wishes:

- I wish school was easier.
- I wish there was a skate park in town.
- I wish kids at school were friendlier.
- I wish my grandma still lived with us.

These are my worries:

- I worry about my grades.
- I worry about my homework.
- I worry about my mom being so stressed.
- I worry about everything.

These are my skills:

- I am good at skateboarding.
- I can cook.
- I can use a computer.

These are my talents:

- I tell great stories.
- I can make and build things.

My Community!

My community's wishes:

- My mom wishes our community were safer.
- My grandma wishes she and her friends had more visitors at the senior center.
- My neighbor wishes I would lose my skateboard.
- My neighbor wishes kids wouldn't dump out the recycle bins on their way to school.

My community's worries:

- My mom worries about me after school.
- My neighbor worries about noise and garbage.
- My grandma worries that I don't really know about our family.

Figure 1. Construction Phase 1: Subcontractors—Facilitator's guide and student planning page.

IDENTIFYING WHAT NEEDS TO BE DONE TO MAKE OUR COMMUNITY BETTER

Construction Phase 2 is a synthesis activity. The facilitator's role is to guide students through synthesizing individual responses into group responses. Also, the teacher should share in the activity by compiling the agency guide.

STEP 1: Materials

Agency Guide

The Agency Guide is a document that the teacher compiles as part of this project. The intent is to develop a resource document that students can look at to know what agencies are in the community, who needs assistance, and how students may be able to help. The guide may be compiled as a class activity with teacher assistance, or it may be a document that is already available in the community.

2. Guide students through a discussion of the wishes and worries they heard in their interviews. Have students record wishes and worries from the community interviews that are important to the group.
3. Using the Agency Guide, help students find agencies that have wishes and worries the class would like to address. Record these wishes and worries.
4. Using all three lists, reduce wishes and worries into four key community needs.

STEP 2: Synthesis

1. Revisit students' individual wishes and worries lists. Discuss these topics. The class should begin to synthesize individual lists into a class list. Have students record wishes and worries that are important to the group.

STEP 3: Reflection

- What was interesting about the process?
Were you surprised by other students' responses?
Are you pleased with the 'needs' we identified?
How much did you participate in the discussions?

<p>My Worries</p> <p>Grades Fitting in Violence Cliques</p>	<p>Community Worries</p> <p>Safety of kids Homelessness Recreation Eldercare</p>	<p>Agency Worries</p> <p>Parks and Recreation funding School District needs tutors Senior Facility short staffed Latchkey program needs support</p>
<p>My Wishes</p> <p>Skate park School success Less homework Less stress for my mom</p>	<p>Community Wishes</p> <p>Safer parks More recreational opportunities Affordable daycare Mentoring program for kids</p>	<p>Agency Wishes</p> <p>Volunteers for park and recreation programs Volunteers for senior care facility Volunteers for "Reading Buddies"</p>
<p>My community needs:</p>	<p>Help for our parks Mentors and "Reading Buddies" More recreational opportunities</p>	<p>Eldercare volunteers Affordable daycare Latchkey assistance</p>

Figure 2. Construction Phase 2: Surveying the building site—Facilitator's guide and student planning page.

students. Students are guided to recognize that their thoughts and decisions are no more or no less important than those of other stakeholders in the community. As members of the community, the information gathered beyond their personal or egocentric concerns is important to consider. Through consensus building, students begin to develop a sense of belonging to some community. They learn to acknowledge and offer their personal goals and opinions, as well as acknowledge and work toward community goals.

CONSTRUCTION PHASE 3: FEASIBILITY STUDY. The design of this phase determines which of the potential projects, identified as "needs" in Construction Phase 2, are feasible (see Figure 3). Students consider issues of time, location, and importance for each of the four main "needs" identified. This step may require additional research in order to make an informed decision. Because service-learning requires that the service be done to meet real community needs, addressing the importance of each potential project is crucial. Teachers need to take an ac-

ASSIST STUDENTS IN DETERMINING WHAT PROJECTS ARE FEASIBLE

Construction Phase 3 requires students to take the information synthesized in Construction Phase 2, display it, and begin to evaluate each potential project for feasibility. The facilitator's role requires cognitive modeling.

STEP 1: Needed Projects

Guide students to enter the four projects listed at the bottom of Construction Phase 2 under 'Our Community Needs.'

STEP 2: Examine Each Project

In the middle of Construction Phase 3 are four questions to be answered by the students with facilitator assistance and guidance. These include the following:

- WHEN can each project be done? Discussion topics may include How long will the entire project take? What time of day will we need to be of service? Will this involve weekends?
- WHERE will each project occur? Discussion topics may include Will we be able to work in our school or classroom? Will we work in the community?
- WHY should we do this project? Discussion may include questions that deal with the impact of the project, How many people will be served? What kind of change will occur? How long will this change last? For whom will this project improve life or situation? There are many more questions that will

need to be asked by the students, but many of them depend upon the particulars of the projects chosen. It will be imperative that the facilitator urge students to ask these questions and assist students in finding the answers. This may require telephone calls, letter writing, guest speakers, etc. A reflection component occurs at this stage as the facilitator and students gather and evaluate information especially when they address WHY they should do each project.

STEP 3: Feasibility

Facilitator guides students to decide which projects are and are not feasible. This information is indicated by circling 'yes' or 'no' and by transferring the 'yes's' and 'no's' to the far right box.

STEP 4: Reflection

- How did we gather information?
- How difficult was this?
- What things influenced our final decision?
- How much did you participate in the process?
- What does feasibility mean?
- Are you satisfied with the direction of the project?

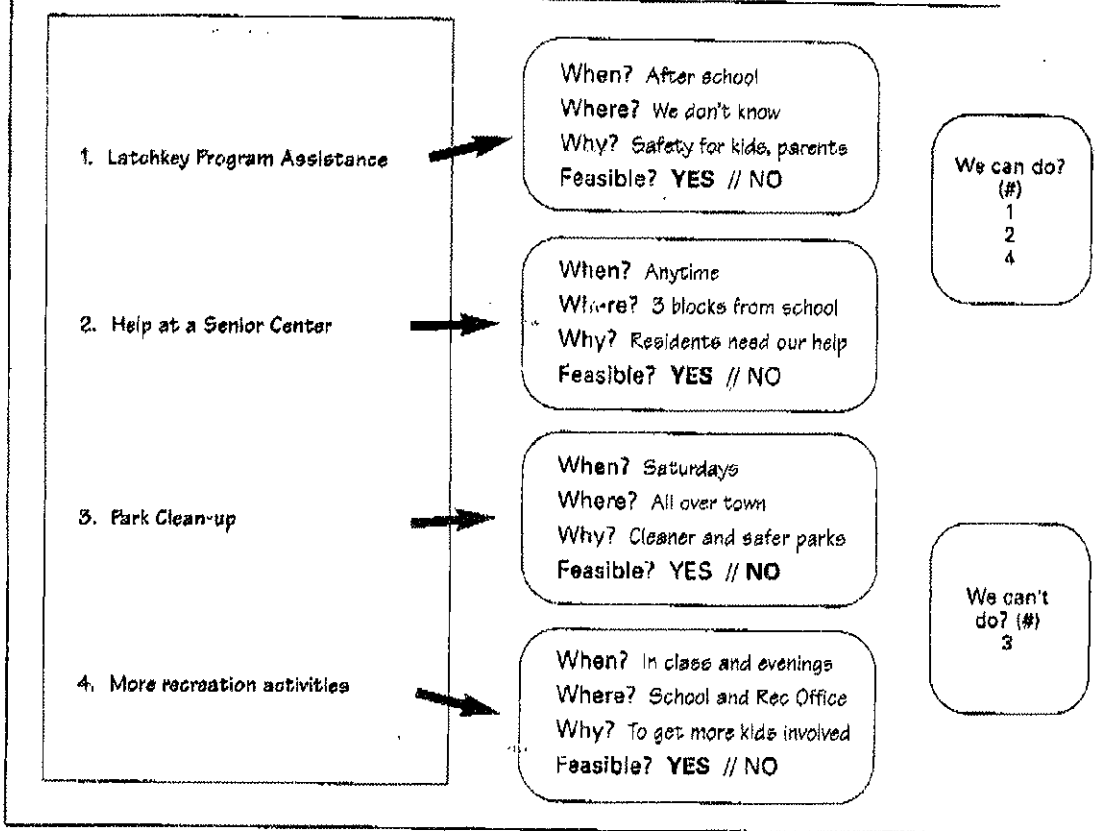


Figure 3. Construction Phase 3: Feasibility study—Facilitator's guide and student planning page.

tive role at this stage by encouraging careful student thought on the importance and feasibility of each potential project. Potential questions may include the following:

- Who is best served by completing this project?
- Does this project serve the community we have identified?
- Does the community value our service?
- How and what will be better because of our service?
- Because we do not want to leave our (part of the) project unfinished, what can we accomplish in our limited amount of time?
- When will we do this work?
- Can we do any of the work from our classroom?
- How will we travel to a distant site?
- What permission or access must be negotiated?

This discussion may lead students to discover that one or more of their proposed ideas are not important to the identified community or feasible for the students. If all of the projects pose insurmountable obstacles, the teacher and students will need to return to Construction Phase 2 to reexamine the needs discovered during their research. They may also have to return to Construction Phase 1 to gather more information.

CONSTRUCTION PHASE 4: BUILDING PLAN. This phase includes more decision-making on the part of the students (see Figure 4). In this step, students synthesize all of the previous information to determine exactly how they will match the needs of the community with their skills and talents. Then students decide what they will actually do in their service-learning project. Combining student skills and talents (Construction Phase 1) with the needs of the community (Construction Phase 2) that are feasible (Construction Phase 3), students look for a match among the three. With a match, students clearly see that they can help (i.e., meet the need) by doing something tangible (i.e., using their skills and talents). For example, students may have identified their skills and talents as using computer word-processing and graphics, using desktop publishing materials and audiovisual equipment, and being good conversationalists. It is appropriate to include discussions of present curricular knowledge and skills at this phase, as well as curricular and IEP goals.

Wishes and worries identified by the students, community members, and local agencies may include concerns about marginalizing the young and old in the community and a desire to preserve the experiences of elders. This may be as specific as recording the memories of the oldest residents in the community who once farmed the land where the students' new school is built. In this example, with facilitator guidance, students should be able to see a match between their collective skills and talents and begin

to develop a project that preserves the memories of their elders. This will also reiterate the value and contributions of those citizens who may be in the margins. Time and location issues must also be evaluated:

- Do the students have access to elders in the community?
- How large or small is this project?
- What can be accomplished in the time frame available?

As mentioned in Phase 3, if meeting a need is not feasible, if students find no match between skills and talents and needs, students may need to return to Phase 2 or even Phase 1. An example of this could be a student who is skilled at word processing and computer graphics and who is interested in monitoring the water quality of a local stream that is several miles from the school. These types of computer skills may not help in data collection, and a stream several miles from school makes access difficult. In this scenario, there is not a direct match among skills, talents, feasibility, and need. Finding out that they cannot meet a need, students should not view this as a failure or reason to end their project. Instead they can view the situation as a challenge to overcome by reevaluating earlier decisions, reexamining skills and talents, or looking for alternative solutions to needs. Because many students with mild to moderate disabilities do not have the persistence to reevaluate or reexamine issues, the facilitative and coaching role of the teacher will be essential at this stage. Effective facilitation will revitalize and redirect a mired project.

CONSTRUCTION PHASE 5: BUILDING CONTRACT. This phase serves three roles: confirmation, commitment, and commencement (see Figure 5). First, it acknowledges and confirms the project choice through consensus building. Second, through a signing ceremony, it reaffirms, both individually and collectively, the students' commitment to the project. Third, this Construction Phase launches the students into the actual action phase of the service-learning project. Construction Phase 5 contains a building contract that the students and teacher sign. Students confirm the project by answering questions about whom they will help, how they will help, and when and where this help will occur. They also answer the important question of why they have chosen this project. Again, students are referring to all of their earlier worksheets, discussions, and reflections to make this confirmation. The building contract also allows the teacher to tie in curriculum or IEP goals that the project can meet. Students see what they can learn and how they can learn academics through the project. The signing of the building contract is a celebratory event. Students have accomplished a major task in constructing their project, and they are embarking on a new phase—doing the project.

SYNTHESIZING ALL OF THE ACCUMULATED INFORMATION AND MAKING A DECISION

In Construction Phase 4 students identify and combine class skills and talents, students synthesize this information into common strengths, and students match their strengths with the needs of the community arriving at a specific project they can do.

The facilitator guides students through the following steps:

STEPS 1 & 2 Skills and Talents

Using the individual responses from *Construction Phase 1*, facilitate a class conversation that encourages students to summarize and synthesize the skills and talents they possess as a class.

STEP 3 Common Strengths

Guide students to blend their common skills and talents into a list of class common strengths. For example one class skill may be *computer literacy*; a talent may be *art*. The common strength could be *creating computer graphics*.

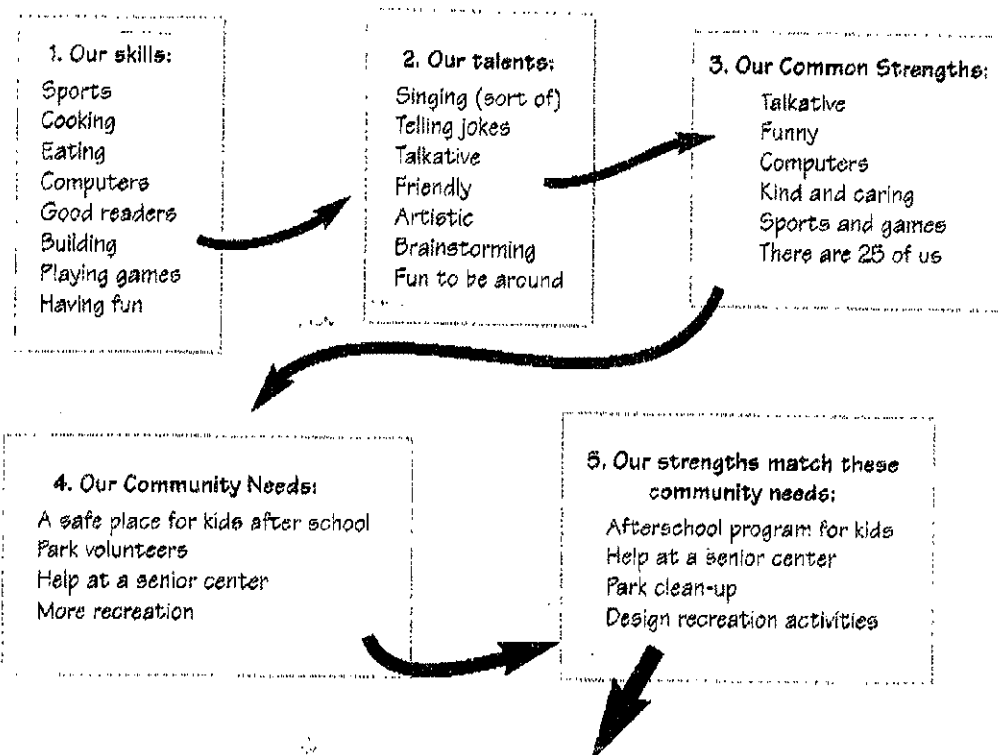
STEP 4 Community Needs

Using the information from *Construction Phase 3*, have students transfer the feasible projects to *Construction Phase 4*.

STEP 5 Matching Strengths and Needs

This is a crucial step in the process as students are guided to synthesize their common strengths with already determined community needs. If no matches are found, guide students back to *Construction Phase 2* to reanalyze wishes, worries, and needs.

REFLECTION QUESTIONS: What was surprising about the common strengths? Describe your thinking when we matched strengths and needs. How do you feel about the work you have done? What do you think you will need to learn to help this project succeed? What are some specific things we will need to study in class?



We can help a senior center by listening and recording family stories.

Figure 4. Construction Phase 4: Building plan—Facilitator's guide and student planning page.

DECISION MAKING AND COMMITMENT

Construction Phase 5 is a three-step process that moves students from the paper process into the community and action portion of the service-learning project.

STEP 1: Summary

As a group, students summarize the decisions made and fill in the appropriate blanks of the building contract. This reinforces commitment and solidarity in the goals and purpose of the project.

Example:

We choose to help *WHO* (e.g., Westwood Senior Center) by doing *WHAT* (e.g., personal [oral] histories for the residents to pass on to their families). We have chosen this project because *WHY* (e.g., many residents can no longer see to write this information down or see their families with enough frequency to pass the stories along). We intend to do our project at *WHERE* (e.g., Westwood Senior Center and the computer lab), and we plan to begin on *WHEN* (e.g., October 1).

STEP 2: Reflection

This statement launches continued reflection for the planned service-learning project. It links the construction process (planning) with the action and provides a checkpoint for knowledge, skills, and attitudes, while promoting metacognitive awareness.

Example:

We believe that in doing this project we will learn *REFLECTION* (e.g., better writing skills, better communication skills, compassion, appreciation of others in the community, and community history).

STEP 3: Celebration

A signature ceremony formalizes commitment from all participants and establishes equal standing among all project members. The construction process is finalized when students determine the "next job."

Example: Subcontractor signatures

Teacher and all students sign this contract to commit as equal members of the classroom community. We have just built the foundation of our service-learning project. Our next job is to learn how to write oral histories.

Building Contract

We choose to help Senior citizens by listening and recording seniors' family stories. We have chosen this project because Westwood needs volunteers and the seniors are worried that their families will not know them or their family history. Also, our writing skills need work. We intend to do our project at Westwood Senior Care Center and we plan to begin on Wednesday, January 19, 2000. We believe that in doing this project we will learn compassion, history, and sensitivity. We believe our writing and listening skills will improve. We will also teach the seniors to use technology.

Subcontractors' Signatures:

We have just built the foundation of our service-learning project. Our next job is: to learn how to write oral histories and to meet the seniors.

Figure 5. Construction Phase 5: Building contract—Facilitator's guide and student planning page.

Conclusion

Service-learning projects allow students with disabilities the opportunity to meaningfully engage in their community as service providers. Further, students empowered as citizens in service-learning become empowered as students. The implications of student empowerment may be enhanced self-determination, renewed interest in academics, enhanced social skills, and authentic inclusion in community life.

Critical to genuine service-learning projects is student ownership of the planning process (Alliance for Service-Learning in Education Reform, 1993; Constitutional Rights Foundation, 1994). Too often, teachers skip this crucial phase, planning the project themselves and involving students only in the service delivery. This may happen for two reasons. The planning process requires time, and teachers may not view students as capable of fully participating. In the teacher as planner model, inclusion of students with disabilities continues to be a contrived attempt at community membership rather than empowering students to learn to include themselves.

The community often views students with disabilities as service recipients needing considerable entitlements (Wehmeyer, 1998). Rarely are these students' community membership viewed as a resource. Service-learning links students and other community members in a meaningful and reciprocal relationship. As such, by giving students an opportunity to include themselves in their community, we give the community an opportunity to see the human potential in every citizen.

ABOUT THE AUTHORS

Tammy V. Abernathy, PhD, is an assistant professor of special education at the University of Nevada, Reno. Her research interests include instructional strategies for adolescents with learning disabilities and development of students' self-advocacy skills. Kathryn M. Obenchain, PhD, is an assistant professor of social studies education at the University of Nevada, Reno. Her research focuses on citizenship education, which includes service-learning methodology. Address: Tammy V. Abernathy, Curriculum & Instruction/282, University of Nevada, Reno, NV 89557; e-mail: tammy@unr.edu

SERVICE-LEARNING RESOURCE LIST

Close Up Foundation and Constitutional Rights Foundation. (1995). *Active citizenship today: Field guide*. Los Angeles and Alexandria, VA: Author. This book provides a how-to for getting kids into the community, as well as helping them develop the communication skills

that will assist in a service project. Both the Close Up Foundation and the Constitutional Rights Foundation offer multiple resources for teachers and students.

- Close Up Foundation and Constitutional Rights Foundation. (1998). *Active citizenship today: Implementation guide: Questions and answers about service learning*. Los Angeles and Alexandria, VA: Author.
- Lewis, B. A. (1991). *The kid's guide to social action: How to solve the social problems you choose—and turn creative thinking into positive action*. Minneapolis, MN: Free Spirit. This is a useful student- and teacher-friendly book providing stories, guidelines (e.g., how to conduct a phone interview), and templates that may be used in service projects.
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