69TH CONFERENCE ON EXCEPTIONAL CHILDREN

CHALLENGING EXPECTATIONS & EXCEEDING GOALS

Peer-Implemented Instruction: A Model for Inclusive Literacy for Students with Low Incidence Disabilities

Brett Cerrato, Alicia Saunders, & Robert Pennington

Disclaimer

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Session Objectives:

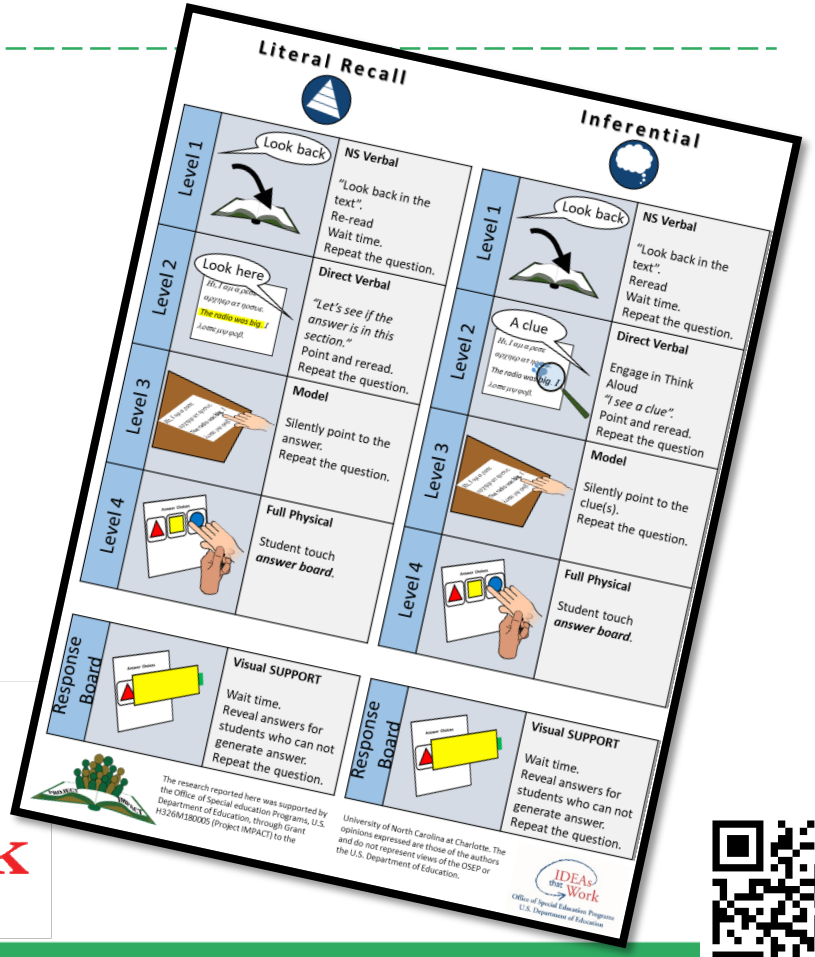
In this session, participants will be able to:

- Describe the benefits of alternate achievement literacy instruction for students with low incidence disabilities,
- Gain information on how to implement evidence-based prompting procedures within curricula designed for students with low incidence disabilities,
- Visualize how peers can be used to implement instruction with students with low incidence disabilities,
- Recall the steps for implementing variations of behavior skills training (BST)

Inclusion Made Practical for All Children and Teachers (IMPACT)

3 year model-demonstration grant

- Improve outcomes in comprehension skills of students with ID
- Support teachers to align instruction to grade level content standards and promote access to the general curriculum
- Develop strategies and tools to support implementation of the comprehension model in inclusive classrooms
- Provide intensive coaching to support implementation of model in both special education and general education settings to promote sustainability



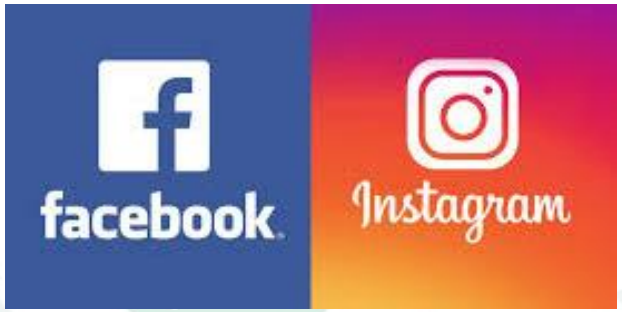
The research reported here was supported by the Office Special Education Programs, U.S. Department of Education, through Grant H326M180005 (Project IMPACT) to the University of North Carolina at Charlotte. The opinions expressed are those of the authors and do not represent views of the OSEP or the U.S. Department of Education.

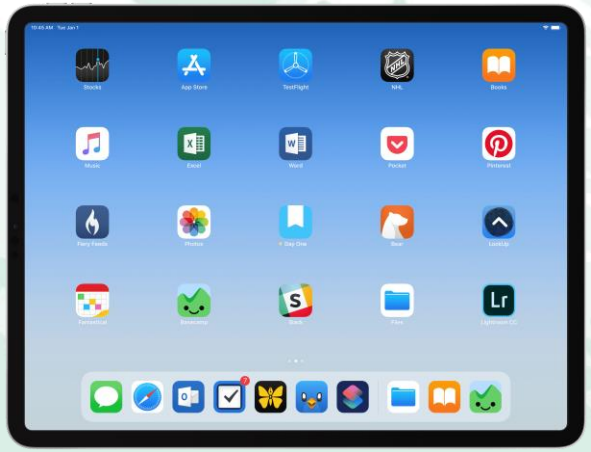
Why Teach Literacy?

- The goal of learning for students with significant cognitive disabilities is to enhance quality of life

- Instruction in literacy provides a unique tool for promoting quality of life through increasing communicative competence, including comprehending and producing messages

- While not all student may learn to read, all should have the opportunity to learn to access, understand, and produce text





Consider all the ways you access text on a daily basis

Leisure, independent living, job

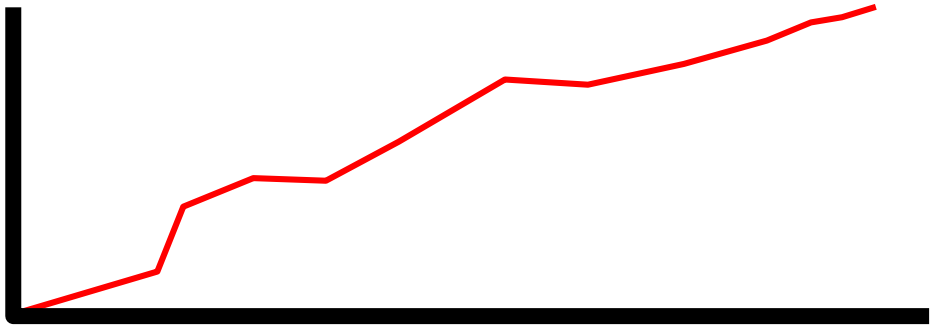
Glass Ceilings

- Historically, our efforts focused on teaching a limited set of "functional reading skills"
  - Reading and writing one's name
  - Reading fast food menu words

- We permitted students to participate "alongside their peers" but did not require them to make progress

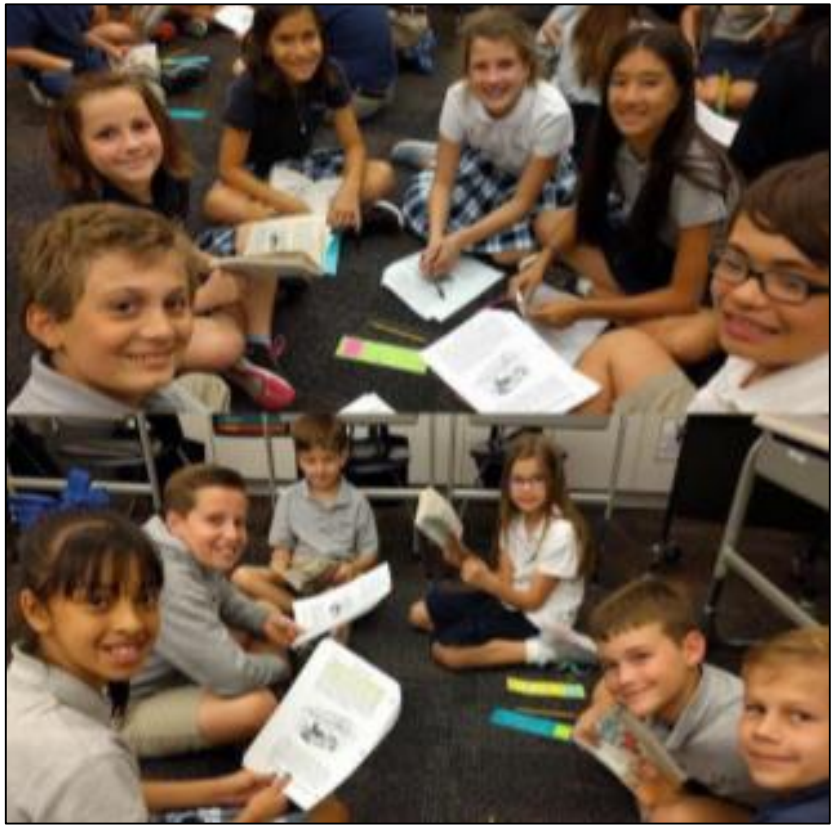
Smashing Through the Ceiling

- Now data suggest that students with extensive support needs can indeed make progress within the general curriculum
  - Learn about the world around them
  - Learn how to learn
  - Participate in meaningful ways with their peers



Alternative Achievement Literacy

- Promoting access to the general curriculum
- Aligning instruction with state standards
- Providing opportunities for students with extensive support needs to experience the same age and grade level literature as their peers
- Generalizable skill for life



Alternative Achievement Literacy

- Comprehending passages of connected texts
  - Using some combination of reading and listening skills
    - With option of using technology to access the text
- Apply this comprehension across both narrative and informational text
  - For participation in inclusive school contexts
  - For job and daily living activities
  - For personal enjoyment of literature
- Continue to improve reading and writing skills

Promoting Comprehension

NRP recommends 6 strategies for promoting comprehension

- Comprehension monitoring
- Cooperative learning
- Graphic and semantic organizers
- Question answering*
- Question generation
- Summarizing
  - *Most research for this population has focused on question answering

The Challenge of Tackling Comprehension

- Requires receptive and expressive skills
- Requires attention
- Requires short term memory
- Requires reading between the lines to make inferences
  - ➢These areas can be difficult for our learners

Why Peers?

- Increase opportunities to respond
- Peers are just as effective at delivering the instruction
- Reduced stigma when compared to paraprofessional, especially in middle and high school
- Increased opportunities for social interaction

Why Behavior Skills Training?

D • Provide Written **Directions** to Peers

M • **Model** how to implement program

R • Do direct **rehearsal** 1:1 with the peers, providing feedback as you go
  – Goal: 90% or higher fidelity

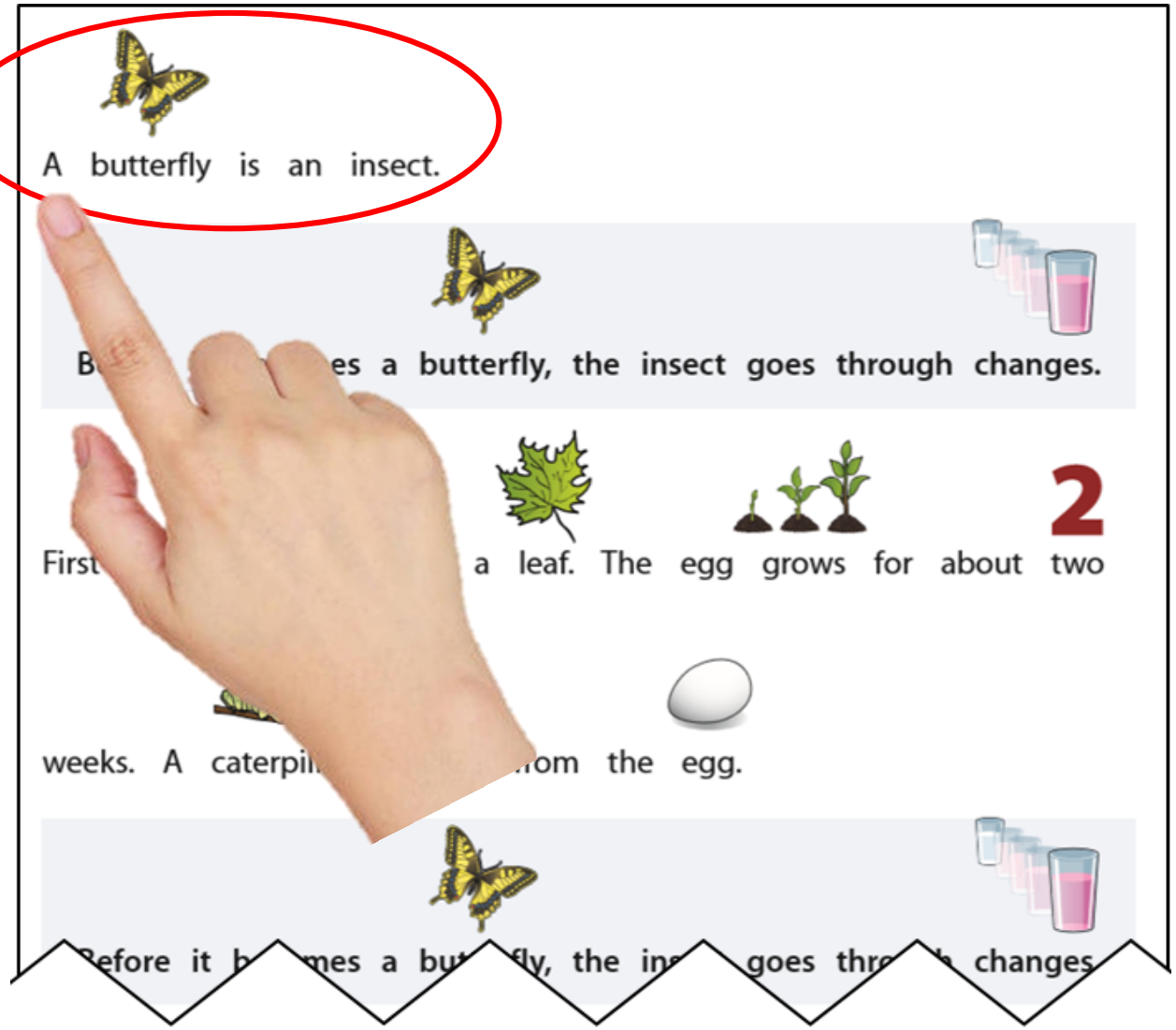
C • Provide **ongoing coaching** to keep fidelity high

Remember D-M-R-C

Alternate Achievement Literacy

The Ultimate Goal of this approach is to teach students to look back in the text for answers!

1. How to adapt text
2. How to teach comprehension*



Adapting Text:
Start with Age- and Grade-appropriate Text

- Promotes access to the general curriculum
- Aligns with state standards by teaching the same curriculum
- Provides an opportunity to experience the same age and grade level literature/text as peers without disabilities
- Where to find the text?
  - Same as being used by general education teachers
  - Media specialist/ librarian
  - https://access.uncc.edu/parent-teacher-and-educator-resources/assorted-general-curriculum-projects-adapted-texts

Adapting Text:

- If choosing from a website, be cautious:
  - Many have been overadapted with picture symbols
  - Make sure key literary elements have NOT been removed
    - Characters & Setting
    - Main idea
    - Sequencing
    - Word study
    - Theme
    - Context/Foreshadowing

- If adapting text by summarizing chapters:
- Pre-read text
- Summarize each chapter to capture main idea- provide details
- Re-write chapter summary:
  - Aim for grade 2-3 listening comprehension level
  - Use Lexile Framework for Reading™ website, obtain Lexile level, adjust if needed to Level 400-600, plain text format

Adapting Text:

- Re-write text by summarizing chapters using considerate text:
  - Add picture symbols to **key** vocabulary only (max 2-3 per line!)
  - Add definitions to text
  - Add explanations to text
  - Use Repeated Story Line to support main idea of each chapter

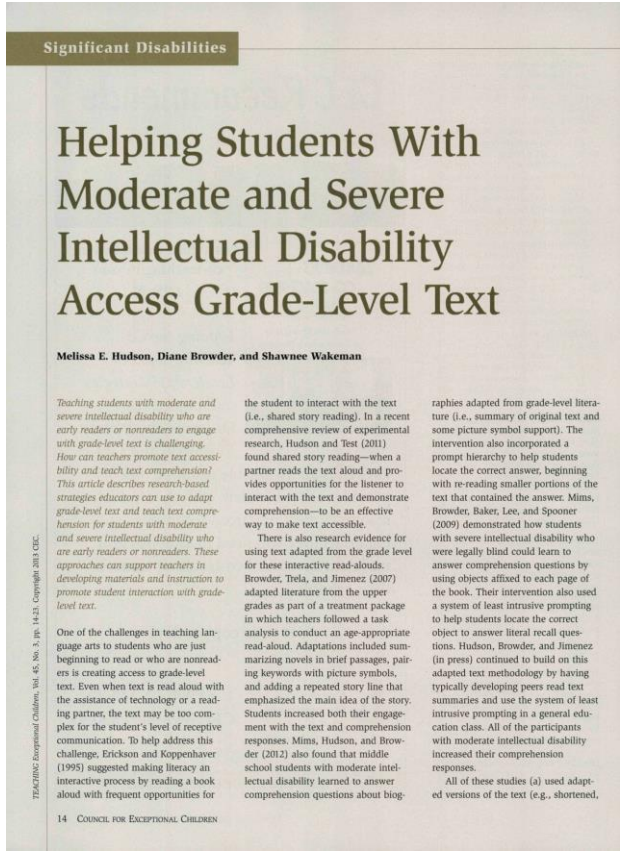
Cheaper by the Dozen

Dad had a special way of calling all of us together quickly. It was called the assembly call. **Assemble means to get together**. Dad would blow a whistle. Then, we would all line up in the front of the house. One time, there was a small fire in the driveway. Dad called us together and we put out the fire with buckets of water.

- **Dad was proud of his family.**

For more information on adapting text

- Hudson, Browder, & Wakeman (2013). Helping students with moderate and severe intellectual disability access grade-level text. *TEACHING Exceptional Children*, *45*, 14-23.
- access.uncc.edu
- Rule of Thumb: NO more different than necessary!
- Reread of actual text to students
- Watch the movie at the end



Significant Disabilities

Helping Students With Moderate and Severe Intellectual Disability Access Grade-Level Text

Melissa E. Hudson, Diane Browder, and Shawnee Wakeman

Teaching students with moderate and severe intellectual disability who are early readers or nonreaders to engage with grade-level text is challenging. How can teachers promote text accessibility and teach text comprehension? This article describes research-based strategies educators can use to adapt grade-level text and teach text comprehension for students with moderate and severe intellectual disability who are early readers or nonreaders. These approaches can support teachers in developing materials and instruction to promote student interaction with grade-level text.

One of the challenges in teaching language arts to students who are just beginning to read or who are nonreaders is creating access to grade-level text. Even when text is read aloud with the assistance of technology or a reading partner, the text may be too complex for the student's level of receptive communication. To help address this challenge, Erickson and Koppenhaver (1995) suggested making literacy an interactive process by reading a book aloud with frequent opportunities for the student to interact with the text (i.e., shared story reading). In a recent comprehensive review of experimental research, Hudson and Test (2011) found shared story reading—when a partner reads the text aloud and provides opportunities for the listener to interact with the text and demonstrate comprehension—to be an effective way to make text accessible.

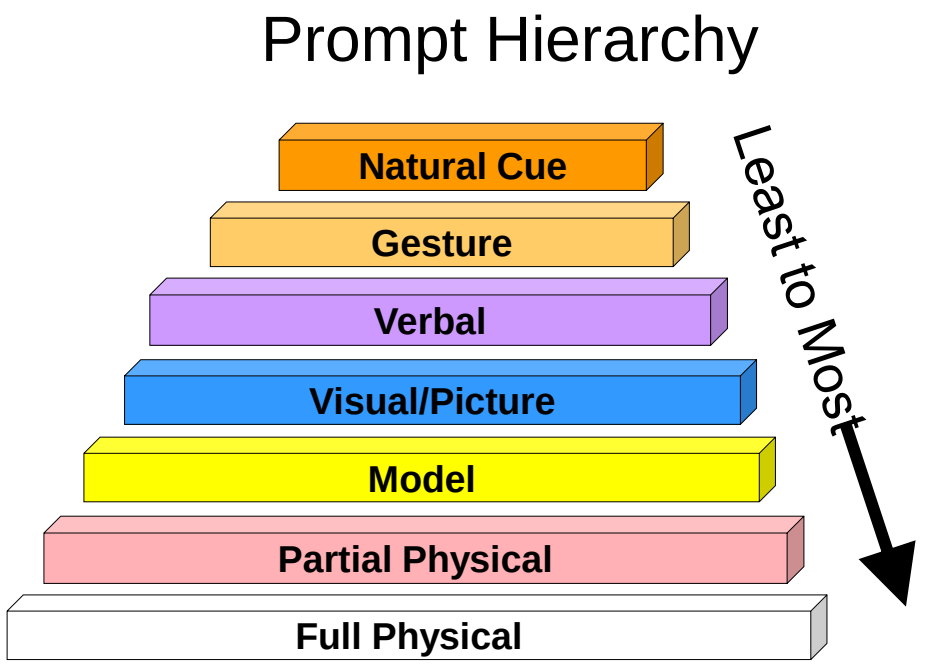
There is also research evidence for using text adapted from the grade level for these interactive read-alouds. Browder, Trela, and Jimenez (2007) adapted literature from the upper grades as part of a treatment package in which teachers followed a task analysis to conduct an age-appropriate read-aloud. Adaptations included summarizing novels in brief passages, pairing keywords with picture symbols, and adding a repeated story line that emphasized the main idea of the story. Students increased both their engagement with the text and comprehension responses. Mims, Hudson, and Browder (2012) also found that middle school students with moderate intellectual disability learned to answer comprehension questions about biographies adapted from grade-level literature (i.e., summary of original text and some picture symbol support). The intervention also incorporated a prompt hierarchy to help students locate the correct answer, beginning with re-reading smaller portions of the text that contained the answer. Mims, Browder, Baker, Lee, and Spooner (2009) demonstrated how students with severe intellectual disability who were legally blind could learn to answer comprehension questions by using objects affixed to each page of the book. Their intervention also used a system of least intrusive prompting to help students locate the correct object to answer literal recall questions. Hudson, Browder, and Jimenez (in press) continued to build on this adapted text methodology by having typically developing peers read text summaries and use the system of least intrusive prompting in a general education class. All of the participants with moderate intellectual disability increased their comprehension responses.

All of these studies (a) used adapted versions of the text (e.g., shortened,

TEACHING Exceptional Children, Vol. 45, No. 3, pp. 14-23. Copyright 2013 CEC.

System of Least Prompts (SLP)

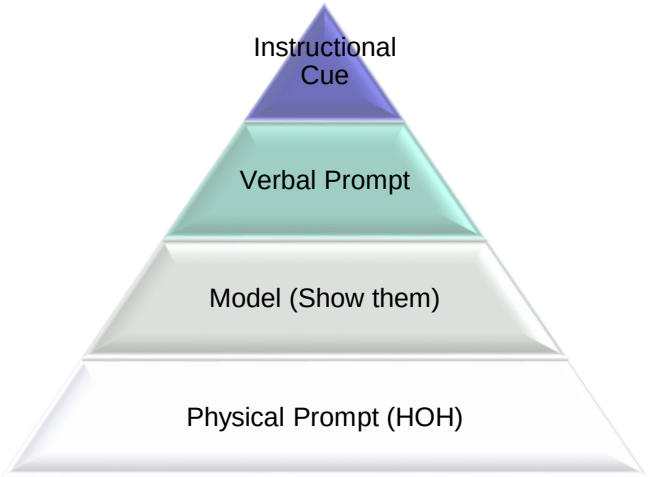
- A hierarchy of prompts also called least intrusive prompting
- Progress from the **least intrusive prompt** to the **most intrusive prompt**
- Wait interval* between each prompt until the student makes the targeted response
- Can be used by a variety of interventionists
  - Peer, paraprofessional, general education teacher, or special education teacher

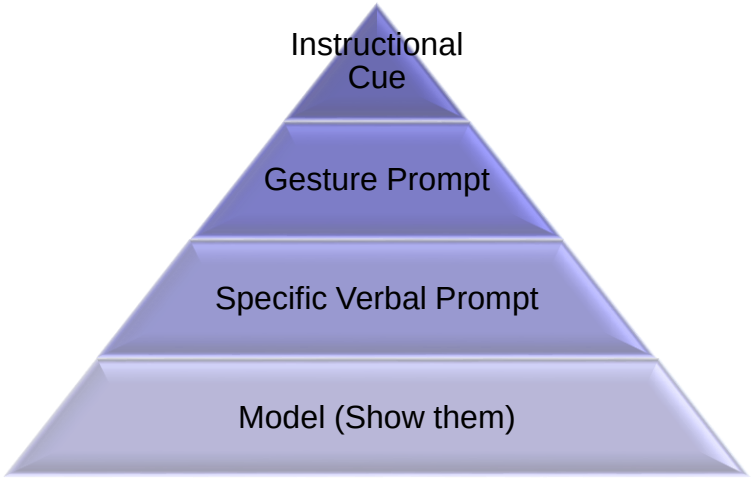


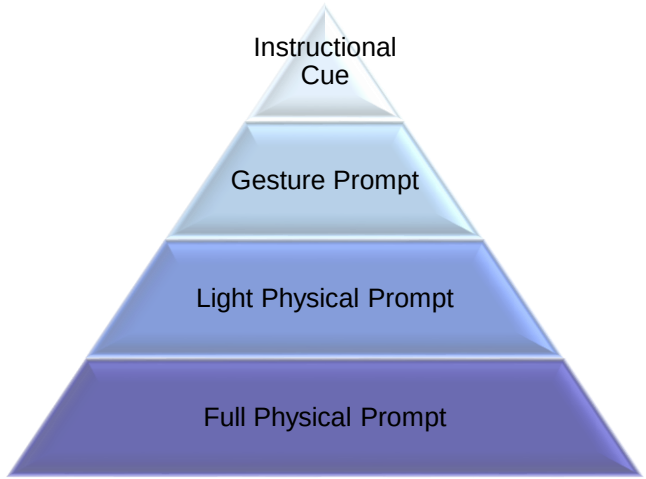
*Wait interval-established time each individual student needs to process

Guidelines for Using System of Least Prompts

- Select 3 – 4 prompts in the hierarchy (e.g., verbal, gesture/model, physical).
- Remember these prompts can be adapted for students with a range of sensory impairments and needs.
  - Examples:
    - Students with visual impairments: nonspecific verbal, specific verbal, physical
    - Students with hearing impairments: sign/gesture, model, physical





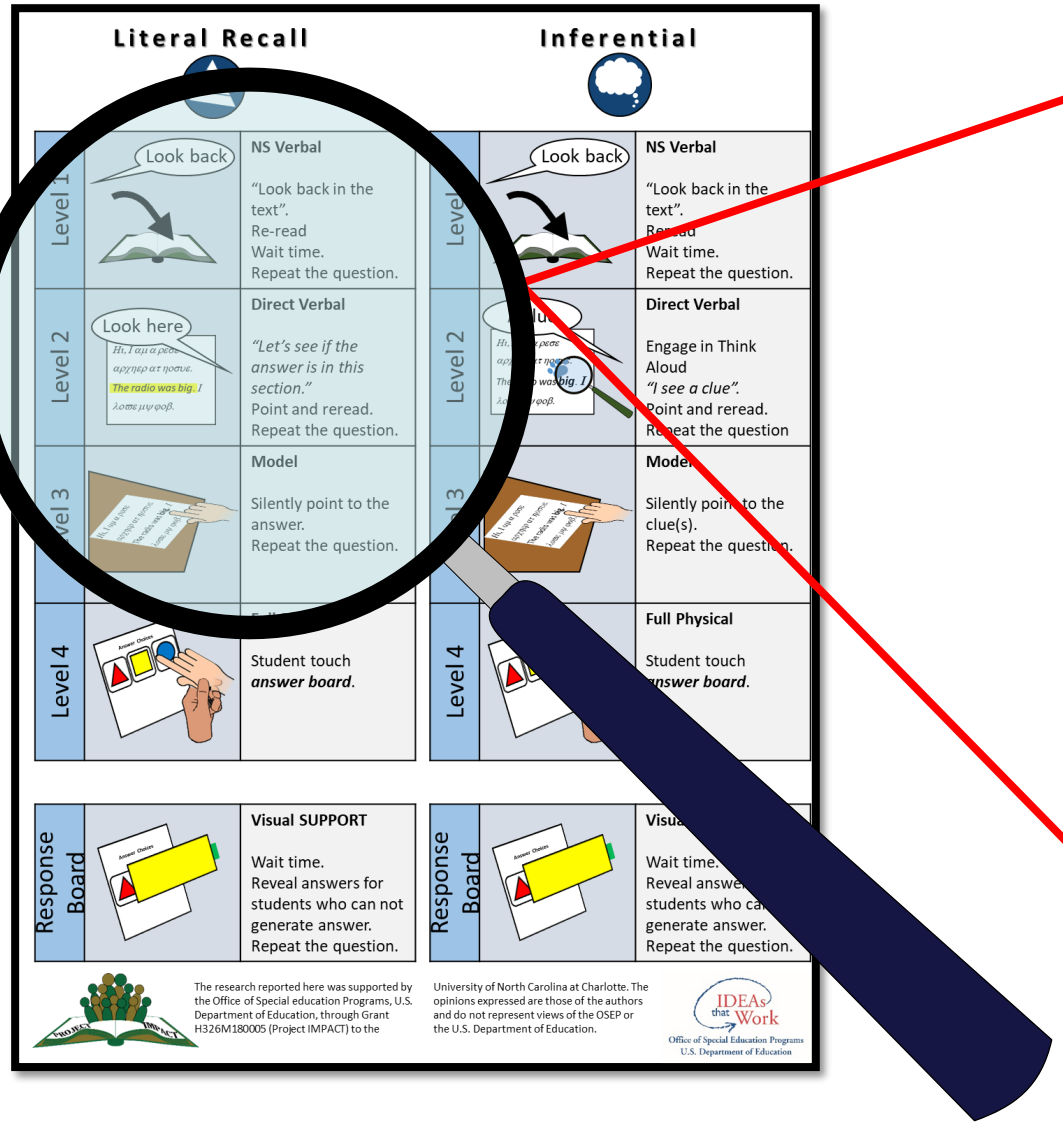


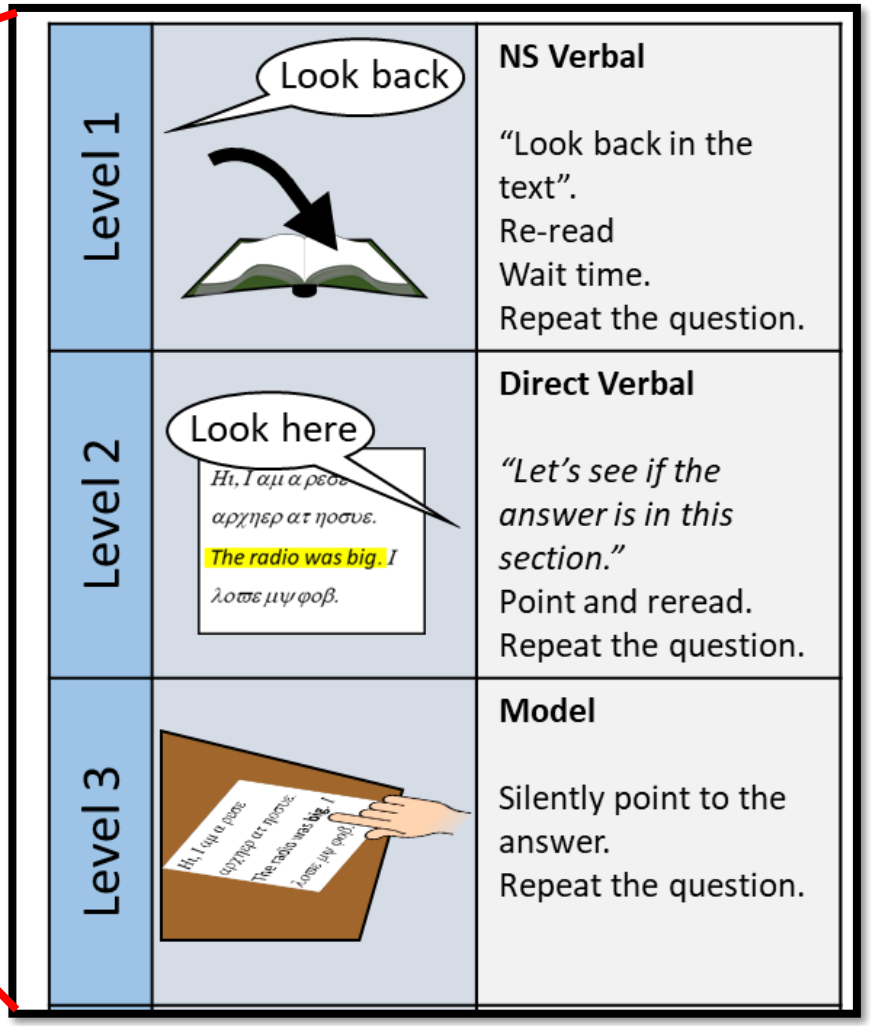
Think of 2 students with different learning needs. Where on the hierarchy would you begin as the least intrusive prompt? Why?

Guidelines for Using System of Least Prompts

1	**Provide Question/directive**	Provide the task direction/natural cue (e.g., “Who is the main character in the story?”).
2	**Ask and WAIT**	Always give the student an opportunity to make the correct response before providing any prompting on each step of the *Prompt Hierarchy*.
3	**Progress through Hierarchy Least to Most**	Use the least intrusive prompt first and progress to more intrusive prompts until the learner responds correctly (usually 3 to 5 second delay between prompts).
4	**Provide appropriate feedback**	Provide specific feedback to the student to confirm what the student did to meet the expectation. When appropriate use praise and/or a reinforcer

System of Least Prompts for Literal Questions





Goal: Provide student a chance for unprompted answer

*Self-generated response

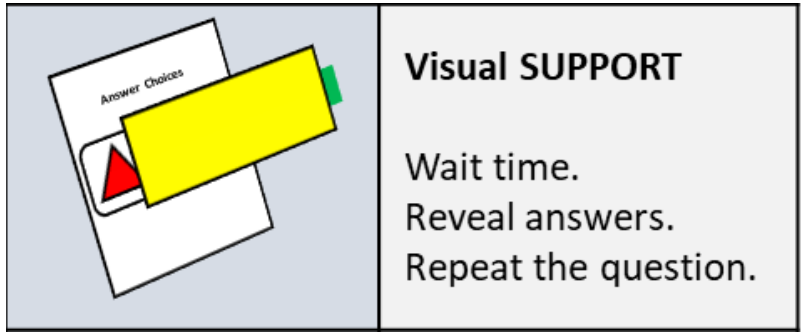
1. Read the question
2. Utilize student's wait time
3. Allow student to give answer
4. If self-generated response provided…
5. Evaluate if answer is correct or close enough to provide credit
    1. If correct, provide specific feedback
    2. If incorrect, follow SLP until student provides the correct answer

What type of living thing is a butterfly?

Provide Response Options

For students who do not generate an answer without support. Most students should not need this support

1. Read the question
2. Utilize student's wait time
3. When clear that student does not have a self-generated answer…
4. Remove answer shield
5. Repeat the question
6. Touch each potential answer as you read it



Correct Answer

Erika, what type of living thing is butterfly?

It's an insect!

Great answer Erika, a butterfly is an insect!

What type of living thing is a butterfly?

Error Correction

What type of living thing is a butterfly?

Curtis, what type of living thing is butterfly?

It's a cow!

Lets read this paragraph again…

I don't know

Lets read this sentence …

A caterpillar

Pointing to insect in text

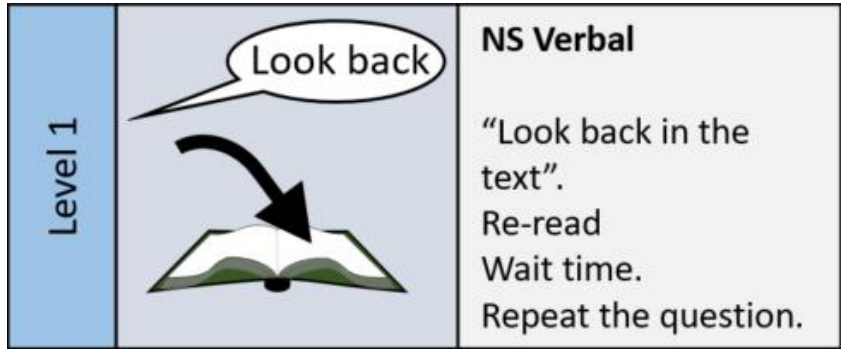
Insect!

Yes an insect! Great looking in the book.

Level 1		**NS Verbal** "Look back in the text". Re-read Wait time. Repeat the question.
Level 2		**Direct Verbal** *"Let's see if the answer is in this section."* Point and reread. Repeat the question.
Level 3		**Model** Silently point to the answer. Repeat the question.

System of Least Prompts for Literal Questions

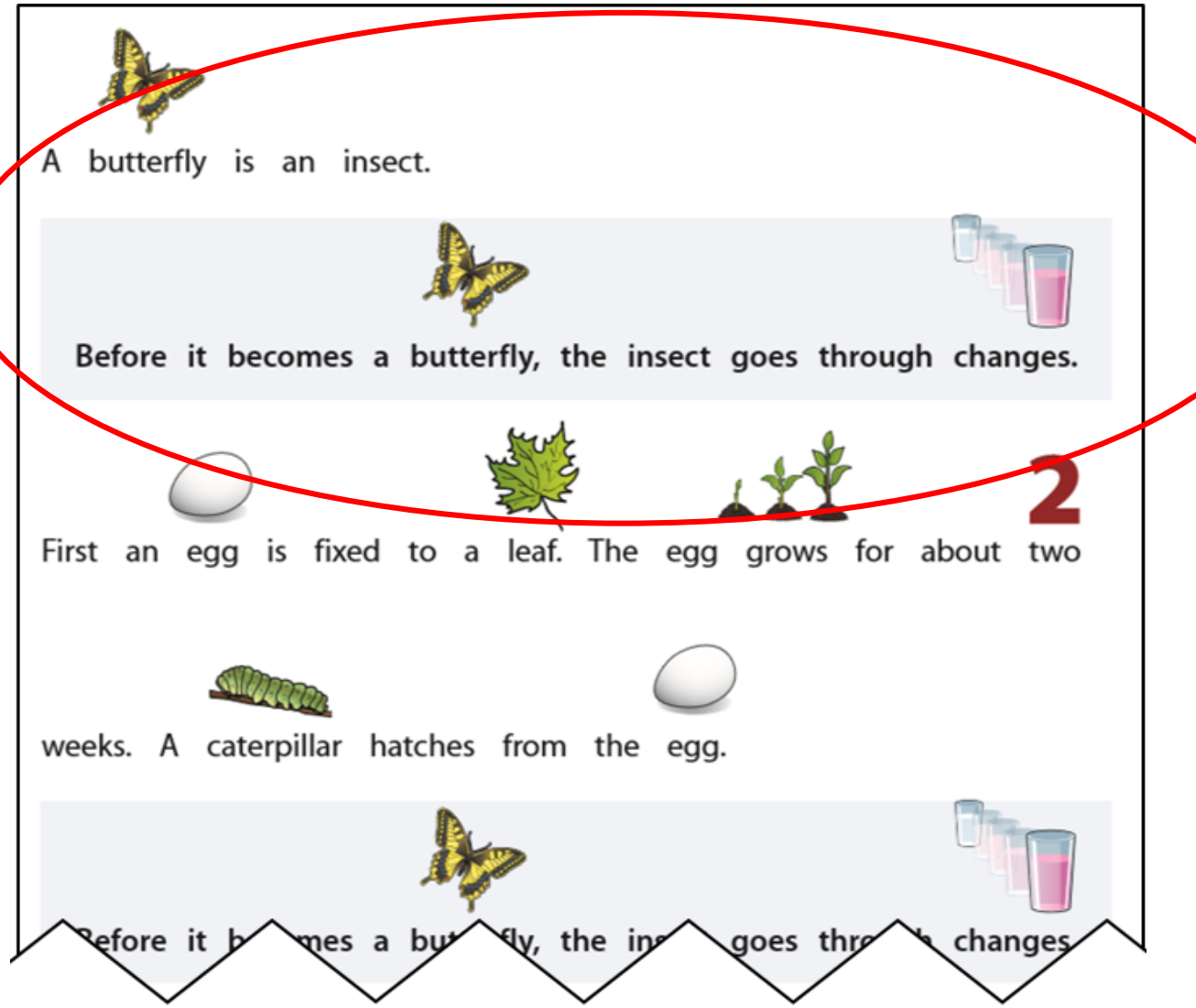
LEVEL 1



Goal: Student uses a smaller section of text to find the answer.

1. Verbally prompt student to sentences around and including the answer
2. Reread the sentences
3. Utilize student's wait time
4. Repeat the question

* Touch each potential answer on response board as you read it

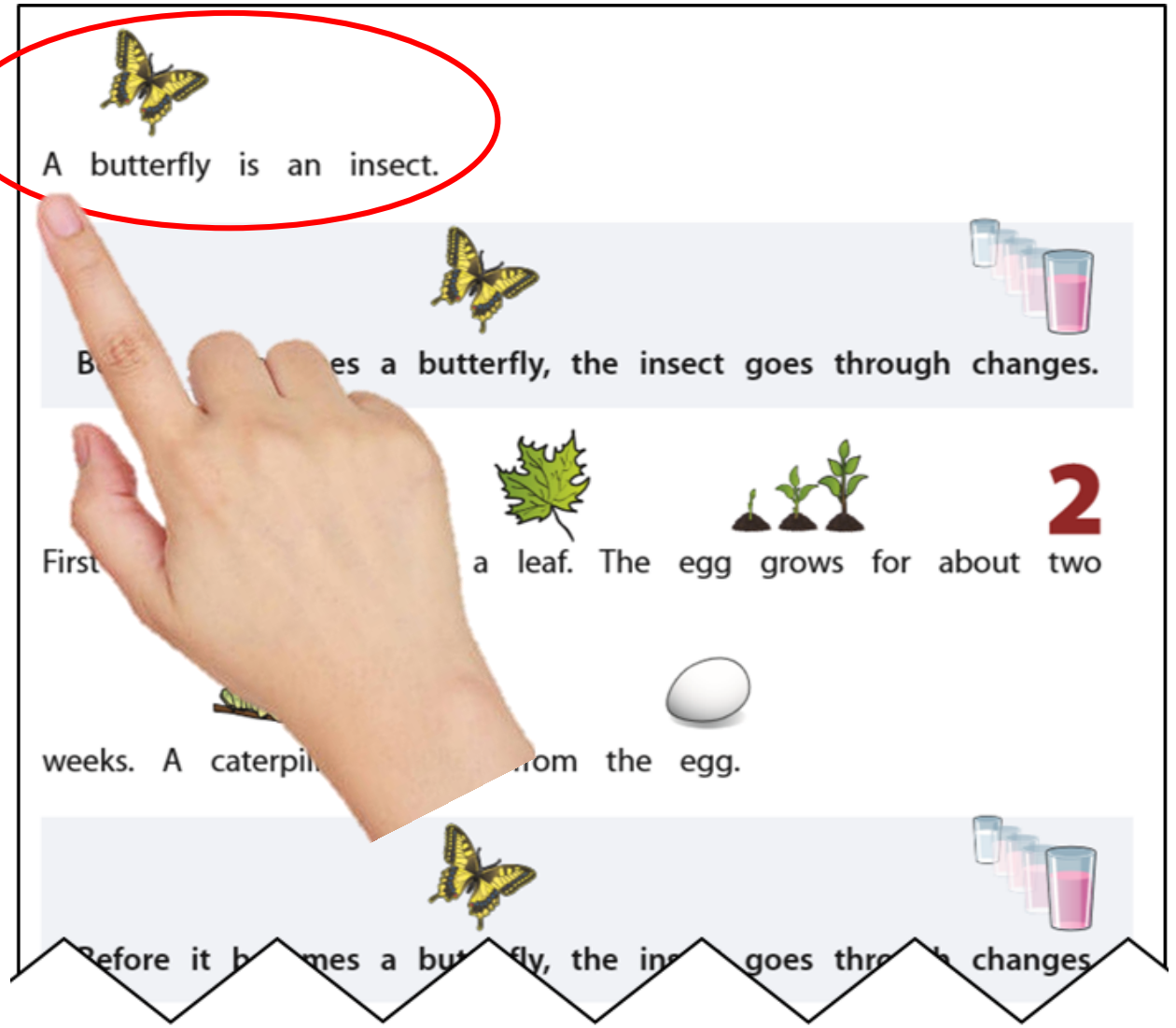


System of Least Prompts for Literal Questions

LEVEL 2

Level 2	Look here *Hι, I αμ α ρεσε αρχηερ ατ ηοσυε.* *The radio was big. I λοωε μψ φοβ.*	**Direct Verbal** *"Let's see if the answer is in this section."* Point and reread. Repeat the question.

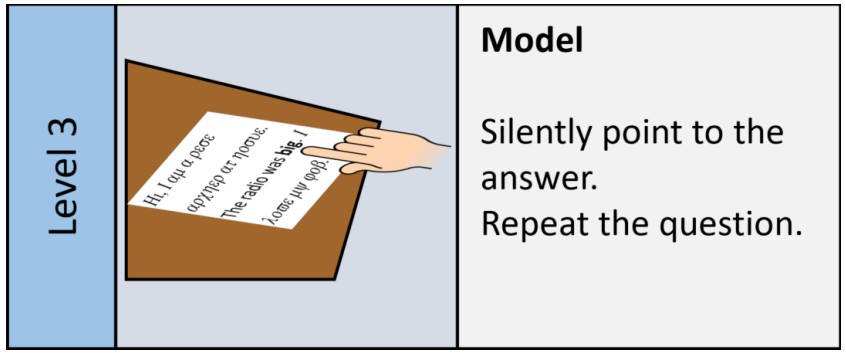
Goal: Student re-listens and hears answer or only looks for answer within one sentence.



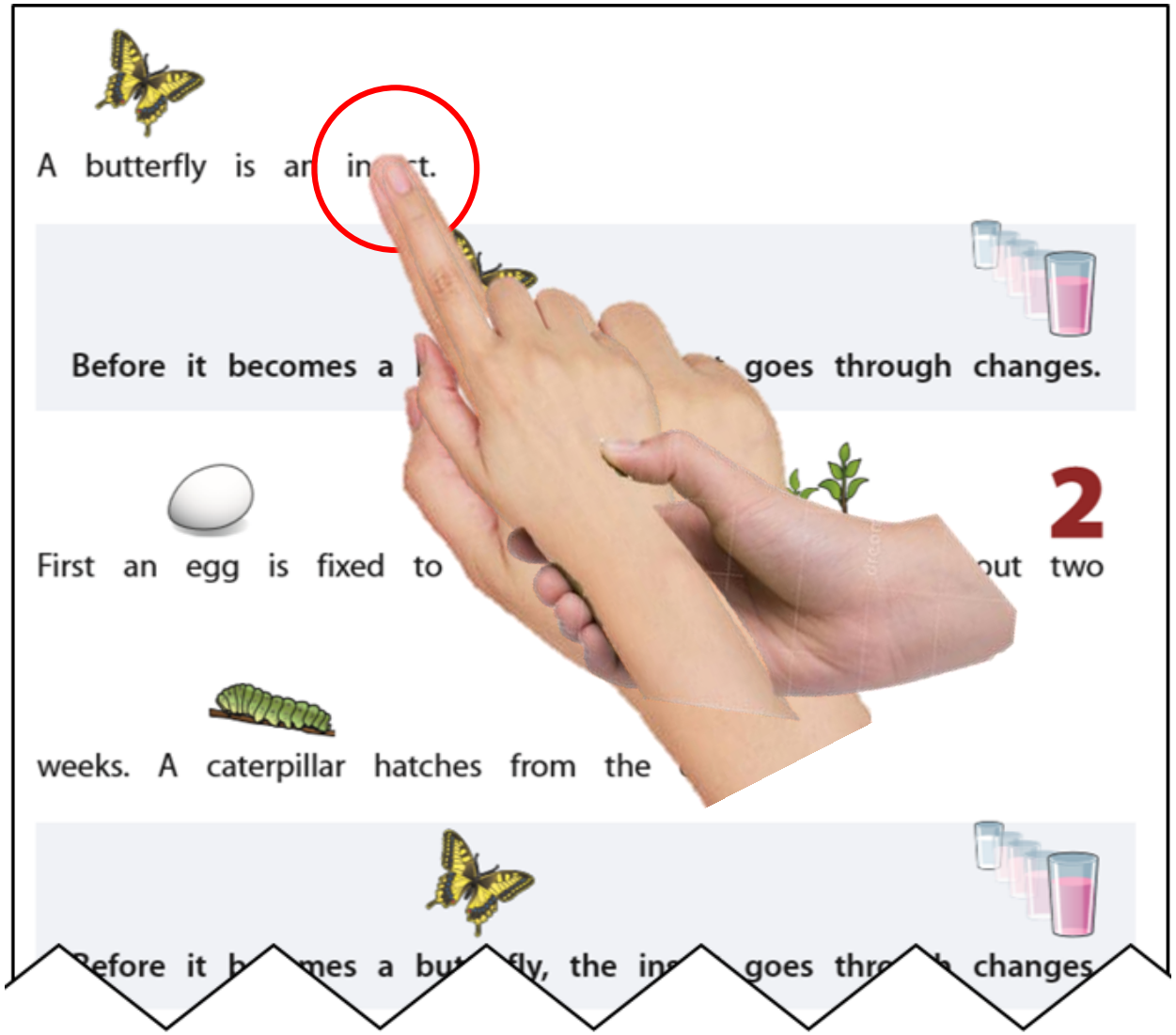
1. Point to and read sentence with answer while student finger points
2. Utilize student's wait time
3. Once student stops looking or you anticipate they will not find the answer…
4. Repeat the question
5. Touch each potential answer on response board as you read it

System of Least Prompts for Literal Questions

LEVEL 3



Goal: Student focuses and sees the answer and mimics the teacher's model.



1. Silently point to the answer
   *After looking, if student provides answer verbally -> accept the answer
2. Utilize student's wait time
3. Once student stops looking or you anticipate they will not find the answer…
4. Repeat the question
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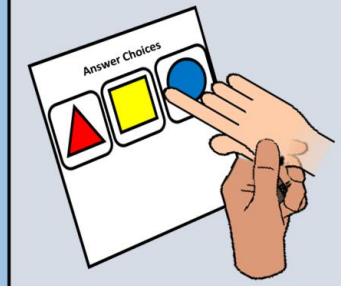
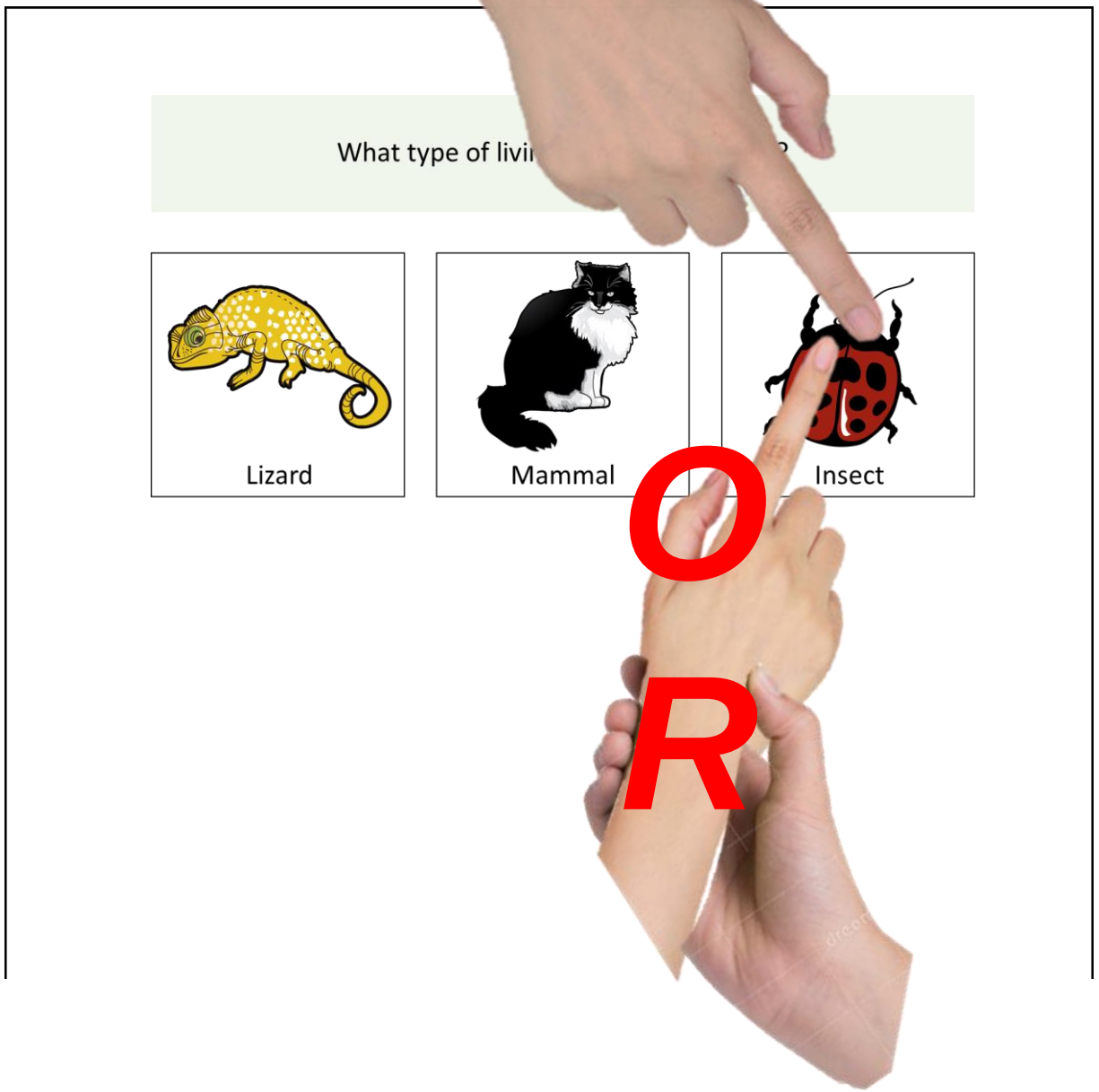
System of Least Prompts for Literal Questions

LEVEL 4

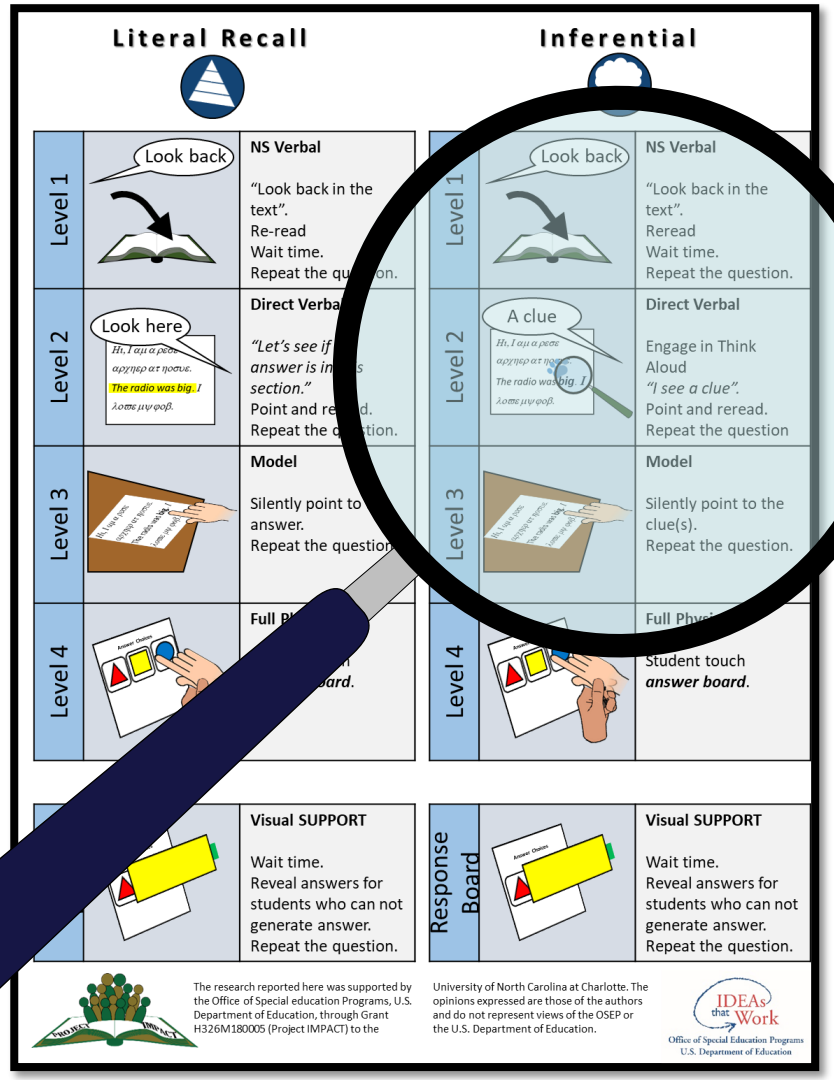
Level 4		**Full Physical** Student touch ***answer board***.

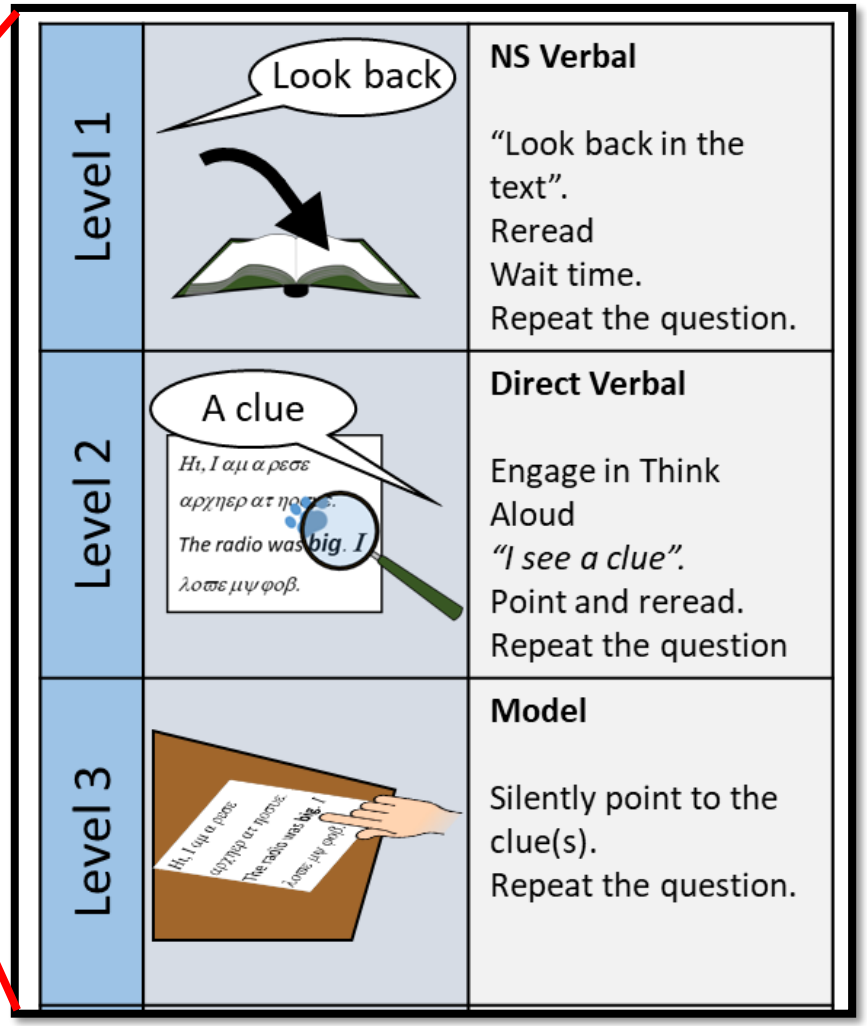
Goal: Student engages in actively providing the answer in *Response Book*

1. After touching the text…
2. Repeat the question
3. Silently model or physically prompt student to touch the answer on response board
4. Provide small, specific feedback



System of Least Prompts for Inferential Questions





Goal: Provide student a chance for unprompted answer

*Self-generated response

1. Read the question
2. Utilize student's wait time
3. Allow student to give answer
4. If self-generated response provided…
5. Evaluate if answer is correct or close enough to provide credit
   1. If correct, provide specific feedback
   2. If incorrect, follow SLP until student provides the correct answer

Why were Japanese-American citizens sent to camps?
Was it because _____?

Provide Response Options

For students who do not generate an answer without support. Most students should not need this support

1. Read the question
2. Utilize student's wait time
3. When clear that student does not have a self-generated answer…
4. Remove answer shield
5. Repeat the question
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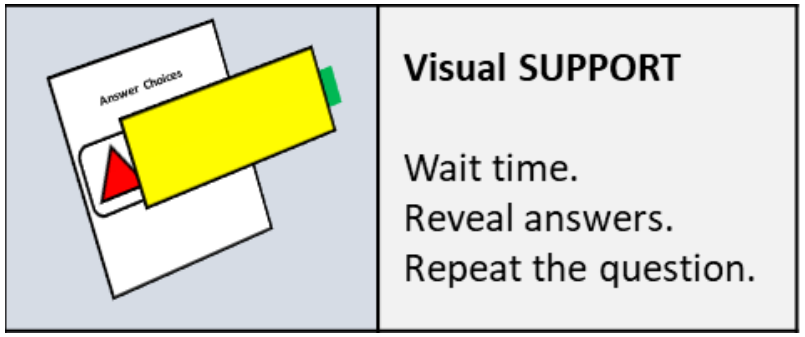
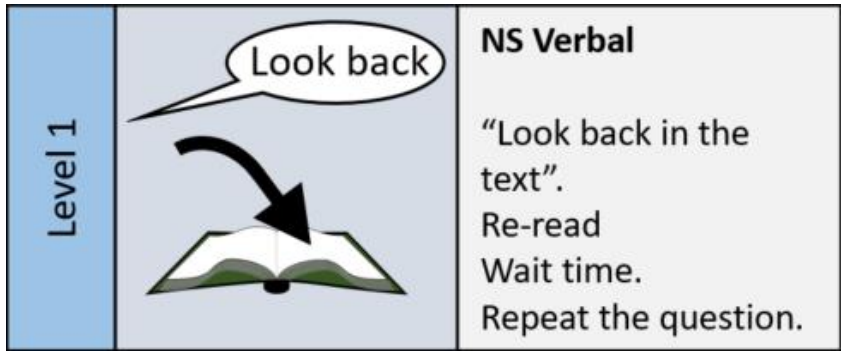


System of Least Prompts for Inferential Questions

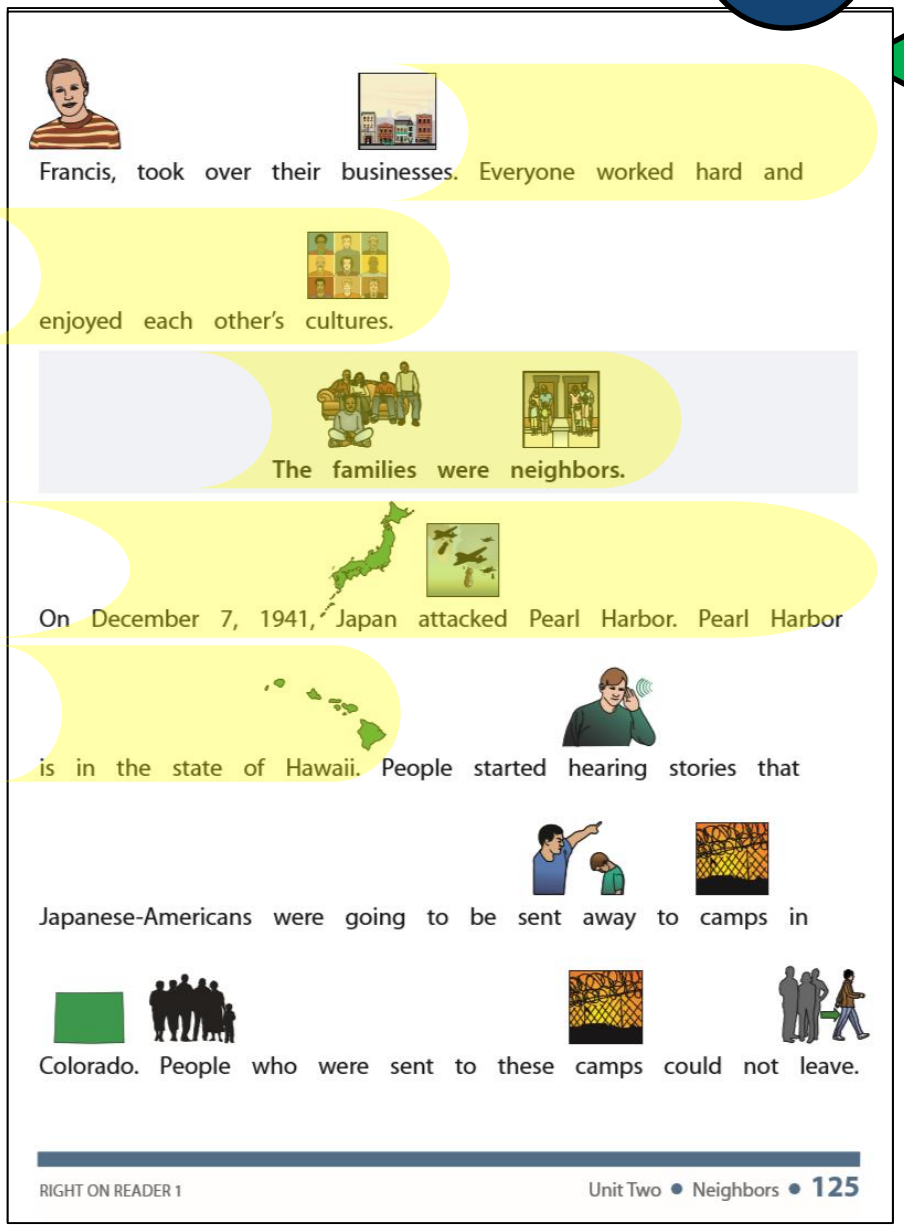
LEVEL 1



Goal: Student uses a smaller section of text to find the answer.

1. Verbally prompt student to sentences around and including the answer
2. Reread the sentences
3. Utilize student's wait time
4. Repeat the question

*Touch each potential answer on response board as you read it


Francis, took over their businesses. Everyone worked hard and enjoyed each other's cultures.

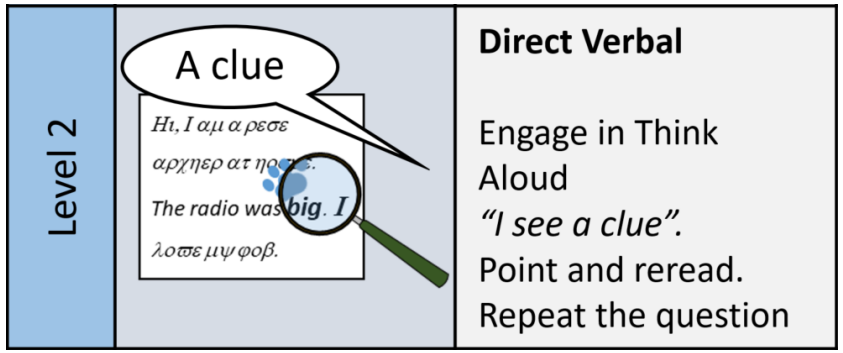
The families were neighbors.

On December 7, 1941, Japan attacked Pearl Harbor. Pearl Harbor is in the state of Hawaii. People started hearing stories that Japanese-Americans were going to be sent away to camps in Colorado. People who were sent to these camps could not leave.

RIGHT ON READER 1 Unit Two • Neighbors • 125

System of Least Prompts for Inferential Questions

LEVEL 2



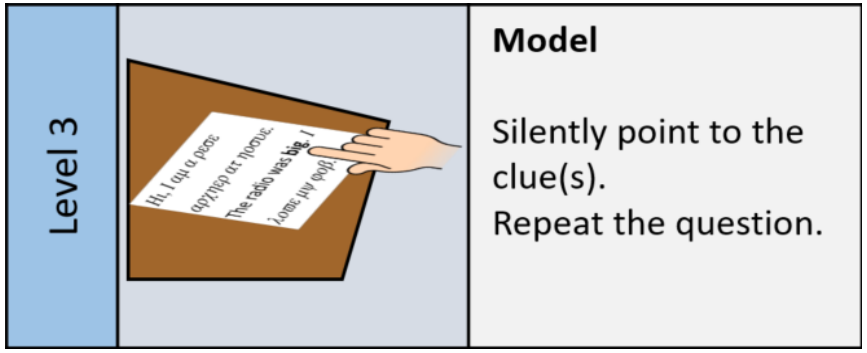
Goal: Student re-listens and hears a clue or only looks for clue within one sentence.

1. Point to and read sentence with clue while student finger points
2. Utilize student's wait time
3. Once student stops looking or you anticipate they will not find the clue…
4. Repeat the question

*Touch each potential answer on response board as you read it

System of Least Prompts for Inferential Questions

LEVEL 3

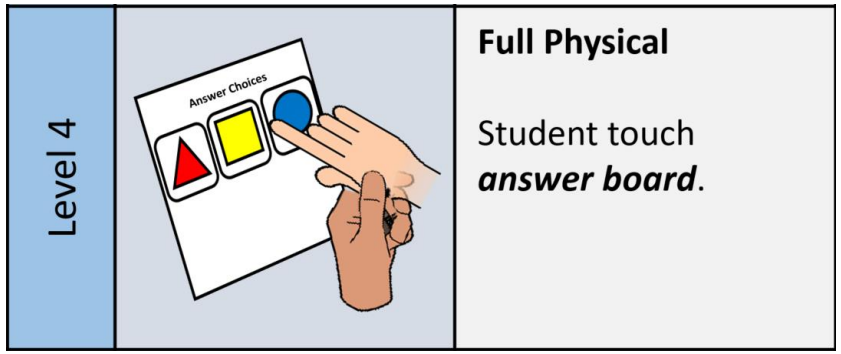


Goal: Student focuses and sees the answer and mimics the teacher's model.

1. Silently point to the answer
   *After attaining, if student provides answer verbally -> accept the answer
2. Utilize student's wait time
3. Once student stops looking or you anticipate they will not find the answer…
4. Repeat the question
   *Touch each potential answer on response board as you read it

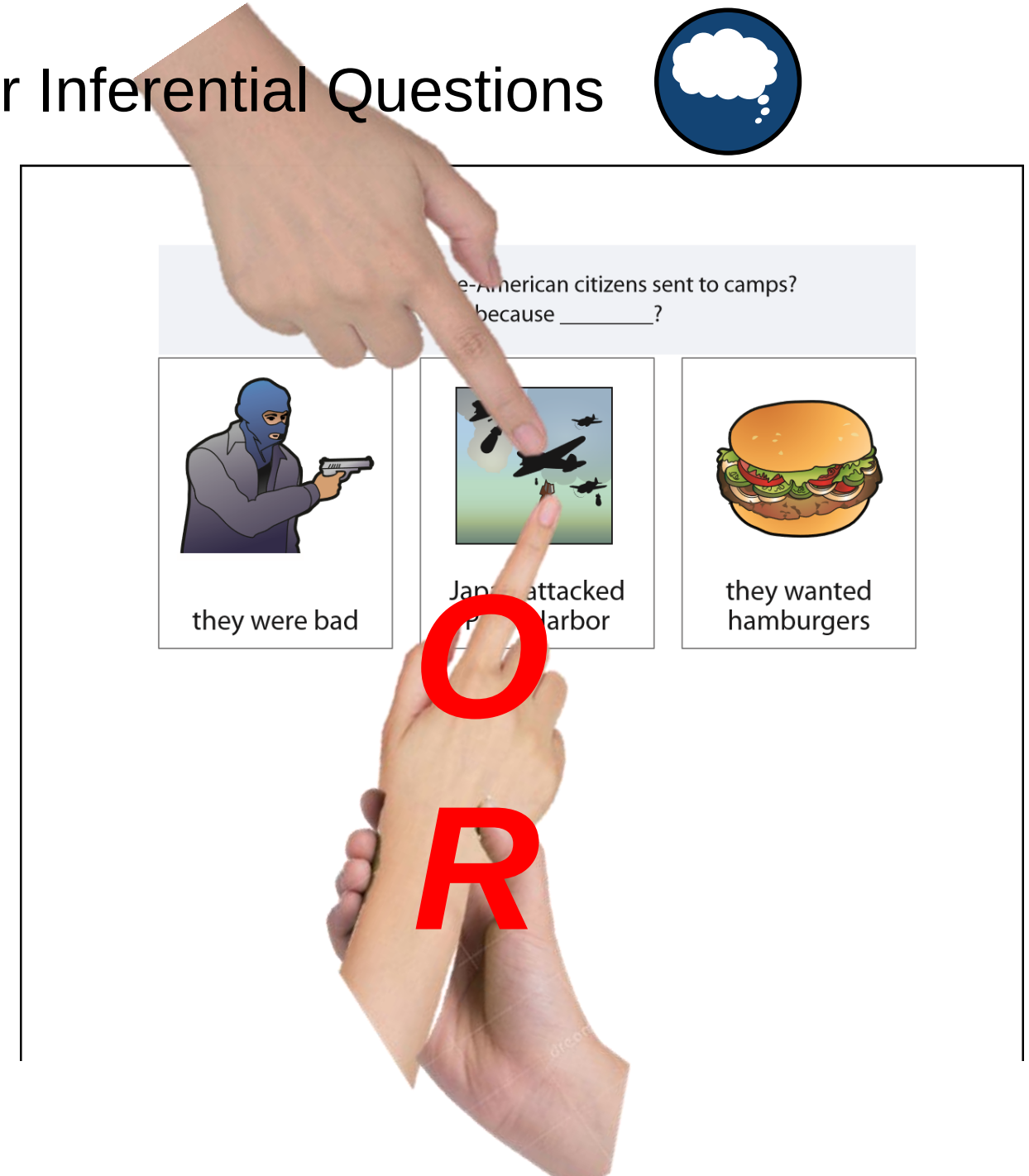
System of Least Prompts for Inferential Questions

LEVEL 4



Goal: Student engages in actively providing the answer in *Response Book*

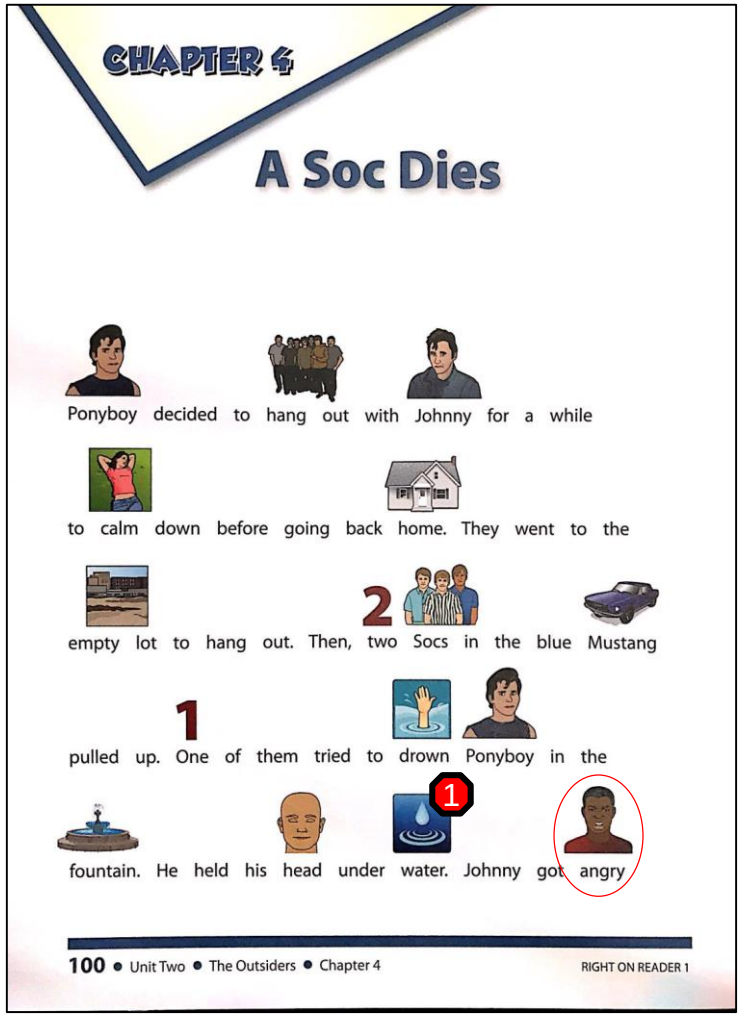
1. After touching the text…
2. Repeat the question
3. Silently model or physically prompt student to touch the answer on response board
4. Provide small, specific feedback



Activity

- Your turn!
- Work with the person next to you
- 1 person will be the student, 1 person will be the teacher
- Do both literal and inferential
- Goal is to go through all steps of SLP so do not get it right!

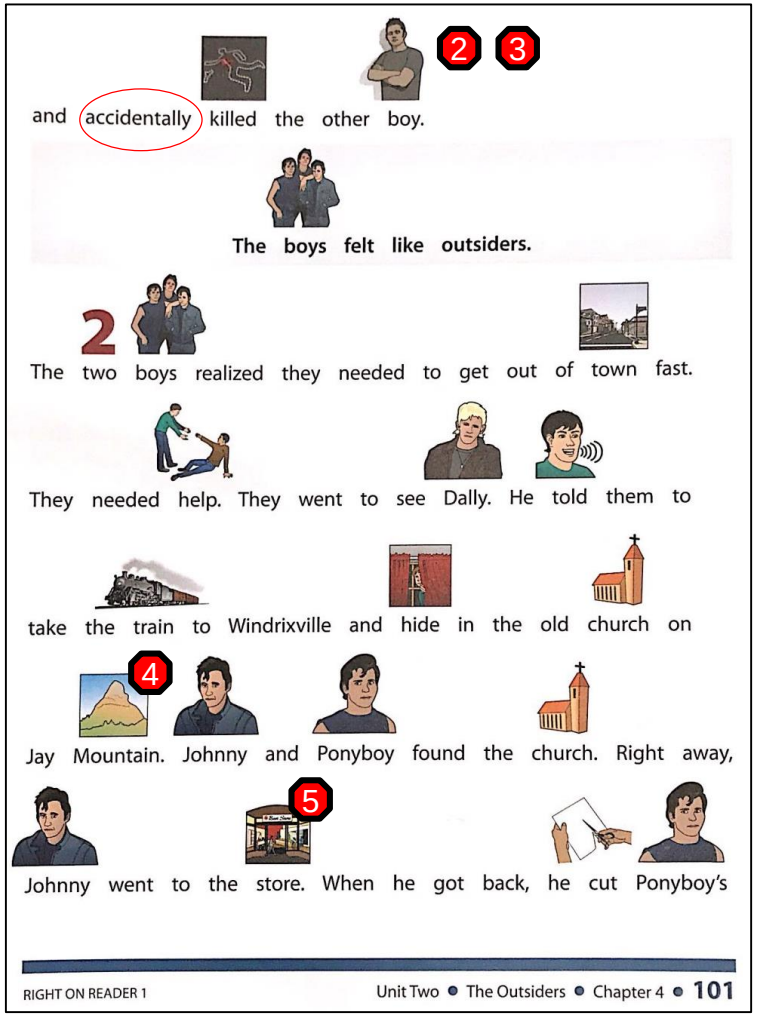
- [picture removed for PDF]



CHAPTER 4

A Soc Dies

Ponyboy decided to hang out with Johnny for a while to calm down before going back home. They went to the empty lot to hang out. Then, 2 two Socs in the blue Mustang 1 pulled up. One of them tried to drown Ponyboy in the fountain. He held his head under 1 water. Johnny got angry



and accidentally killed the other boy. 2 3

The boys felt like outsiders.

2 The two boys realized they needed to get out of town fast.

They needed help. They went to see Dally. He told them to take the train to Windrixville and hide in the old church on 4 Jay Mountain. Johnny and Ponyboy found the church. Right away, Johnny went to the 5 store. When he got back, he cut Ponyboy's

1. Predict: The Socs are holding Ponyboy's head underwater. What do you think will happen next?
    1. Ponyboy will fightback and escape
    2. Johnny will save Ponyboy
    3. The Socs hurt Ponyboy very badly

2. I see one of our vocabulary words on the page. The word is angry. Find the word angry on the page.

3. I see one of our vocabulary words on the page. The word is accidentally. Find the word accidentally on the page.

4. Who did Johnny and Ponyboy go to for help? Was it….
    1. Cherry
    2. Justin
    3. ***Dally***

5. I will show you some different places in the story. You tell me if the picture is a setting of the outsides or not a setting, then we will place it on this chart.
    Old church, drive-in theatre, White house, Empty lot, Amusement park

Example and Non-example Training

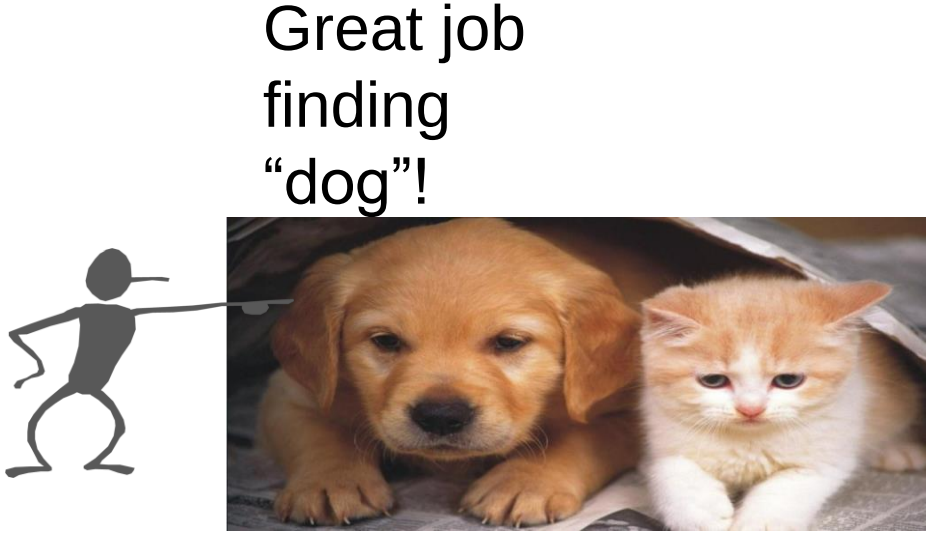
- Strategy used to teach concept formation
- Present many examples of the targeted concept alongside non-examples (in random order)
- Vary *irrelevant* features
- Keep *relevant* features consistent
  - In ELA, present many examples of characters, but the “relevant” characters are ones that pertain to the chapters read

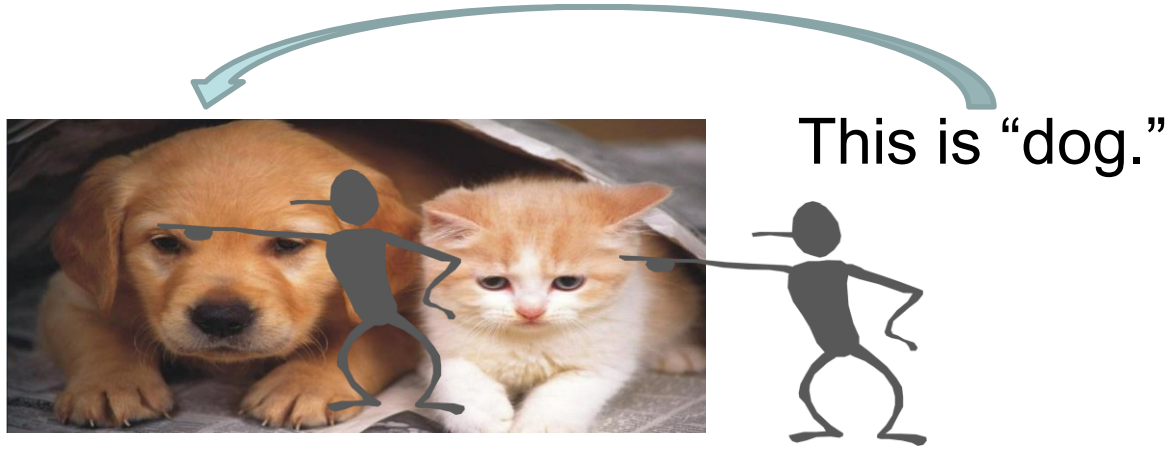
Example and Non-example Training

- Concept Formation Feedback and Error Correction
  - Cue, “Touch dog”

    - Reinforce correct identification of the concept.

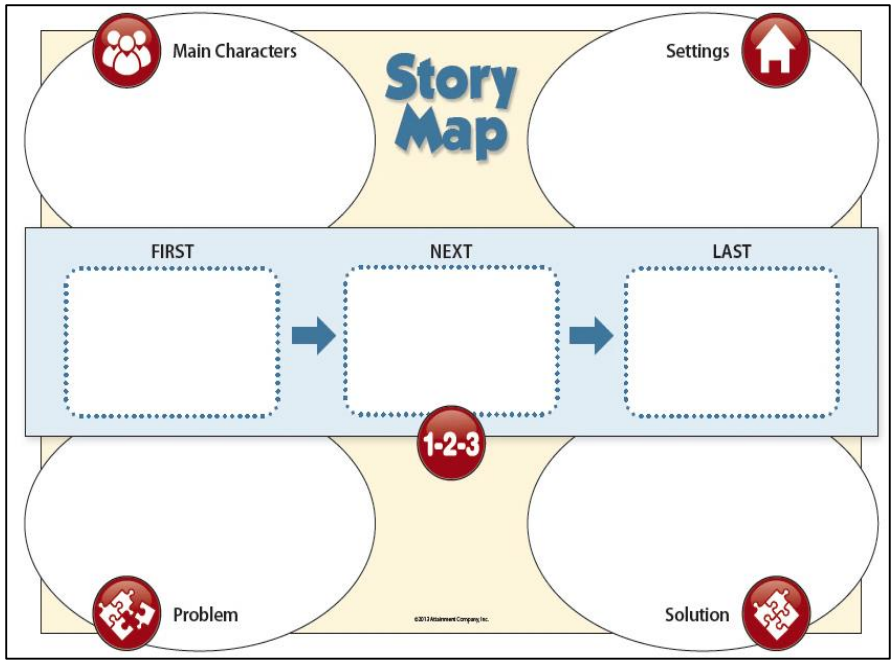
    - Correct errors.

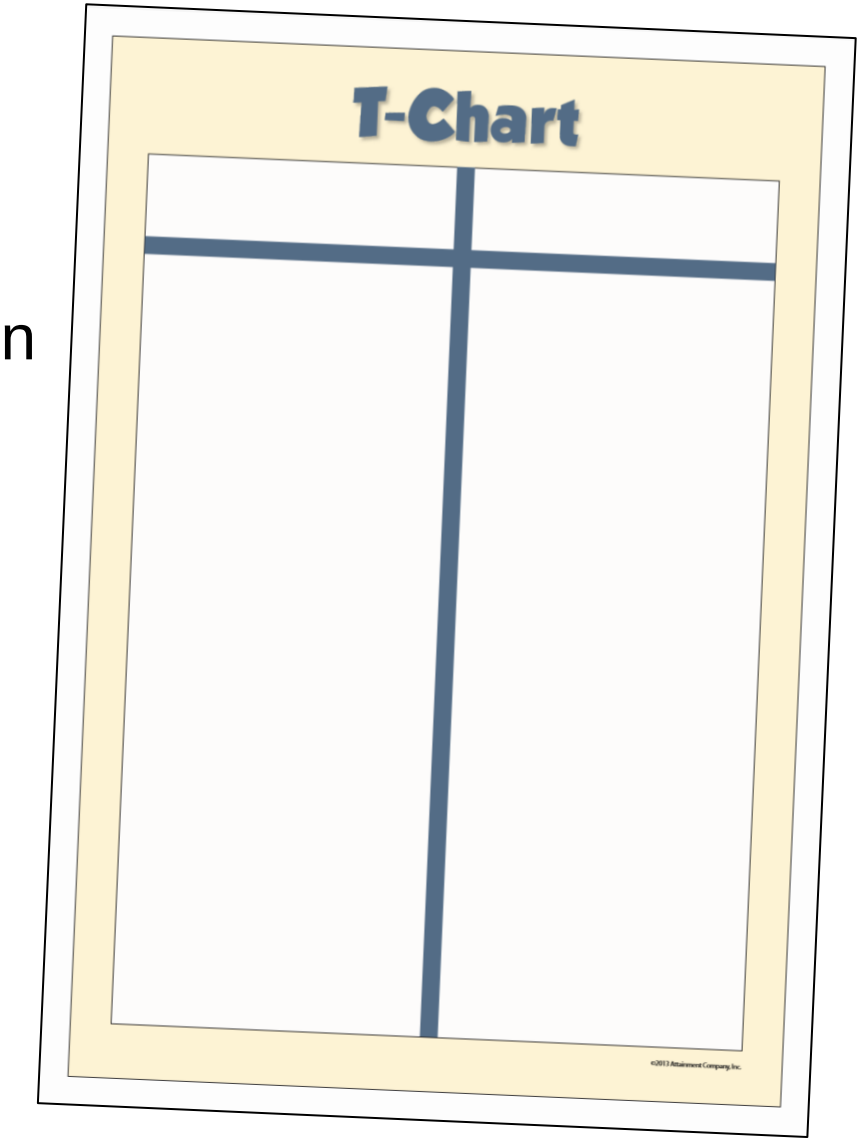




Example and Non-example

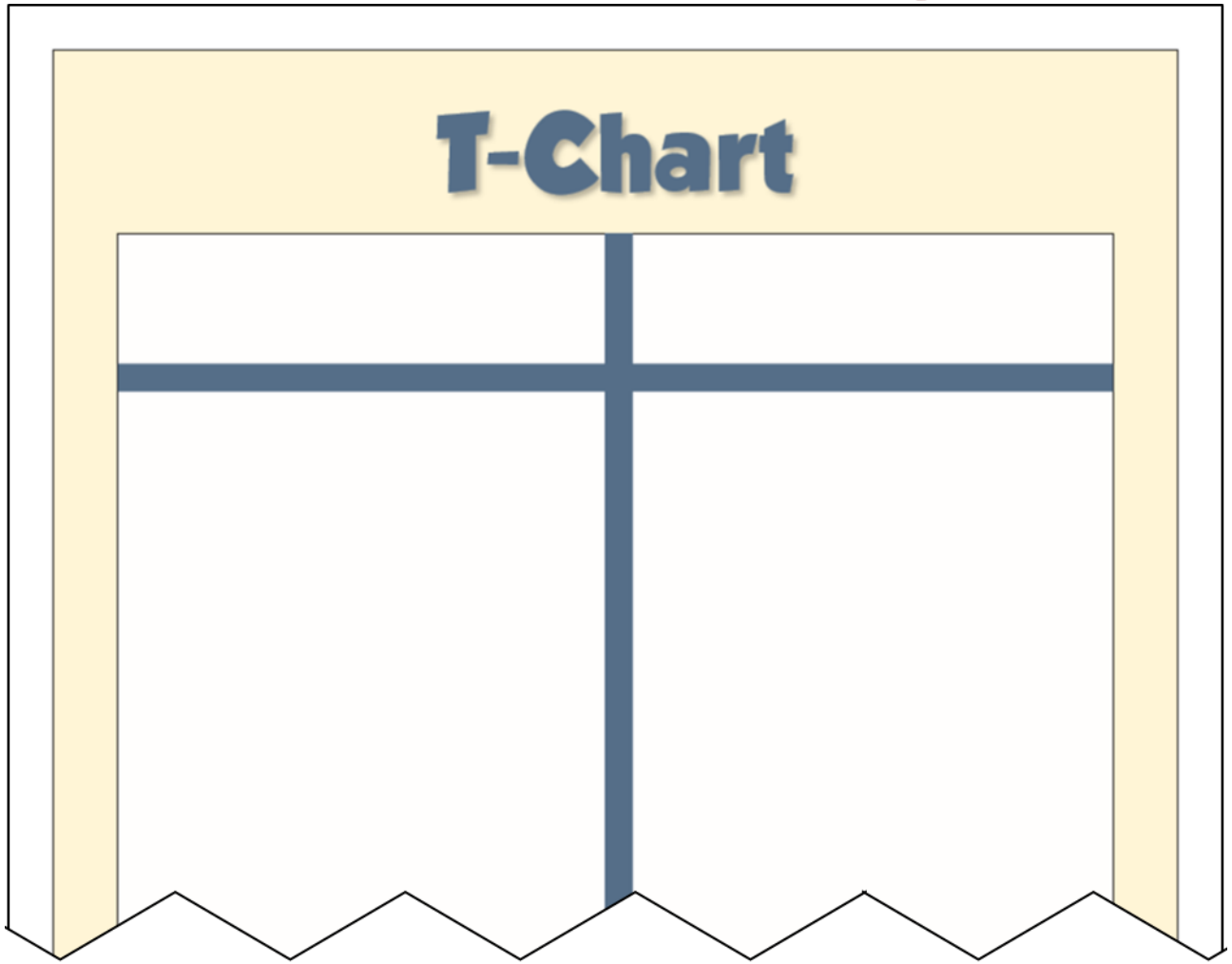
- This strategy promotes active student responding
- Can utilize a choral response from all students
- Students utilize sorting skills
- Students who are nonverbal can participate by utilizing an augmentative/ alternative communication (AAC) device





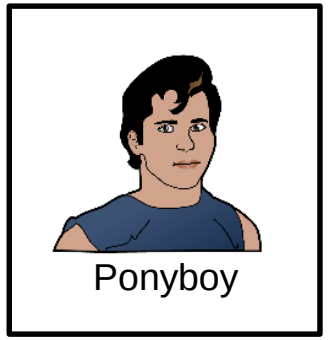
Example/Non-example procedure

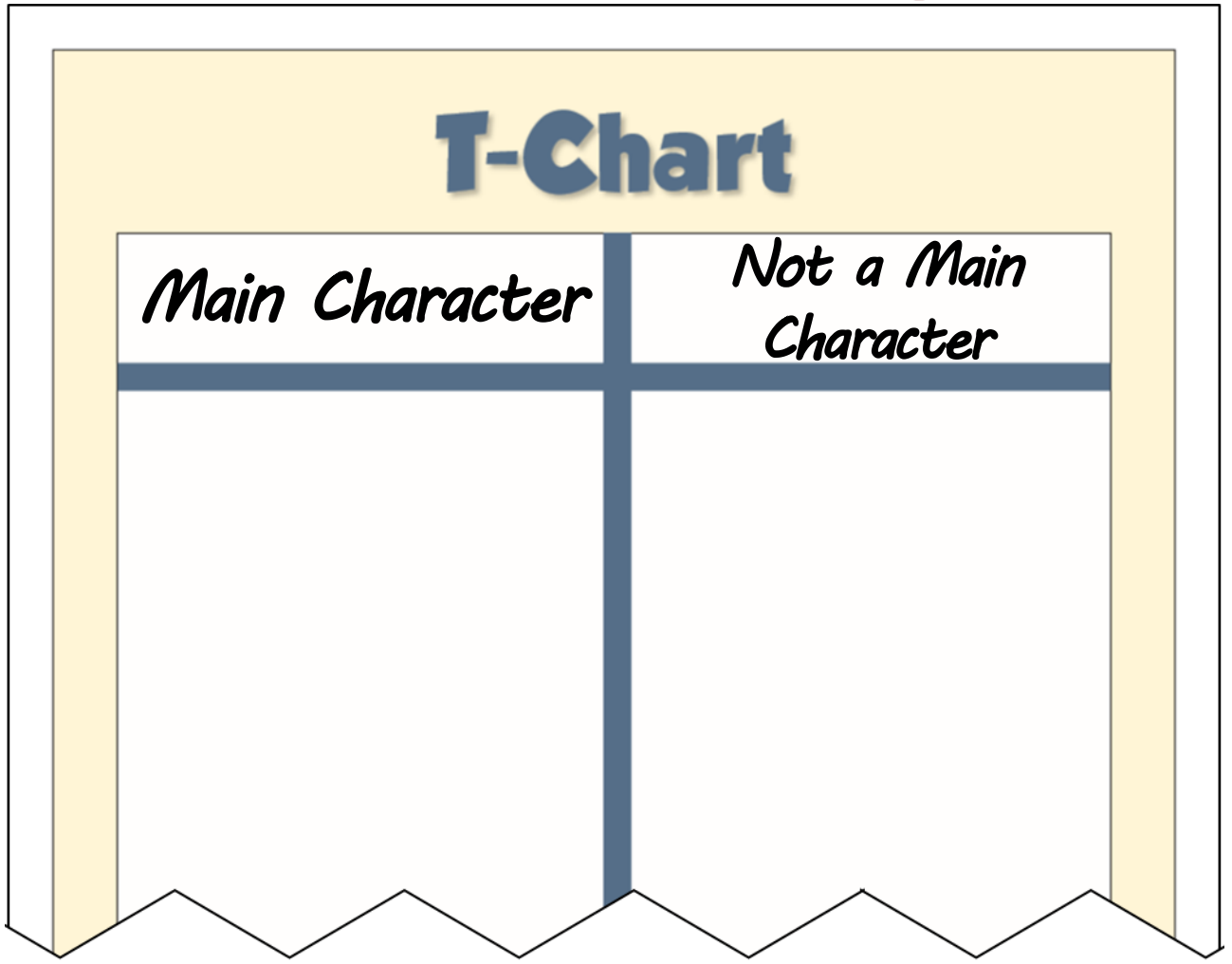
- Used to teach main characters, settings, problem and solution
- All options fall into 1 of 2 categories
- Utilize T-Chart with appropriate headings



Example/Non-example procedure

- Ask students if it is an example or non-example,
  - Is Ponyboy a Main Character or not a Main Character?
- Students can respond in chorus or individually





Example/Non-example procedure

- Have students move the appropriate pieces to T-Chart

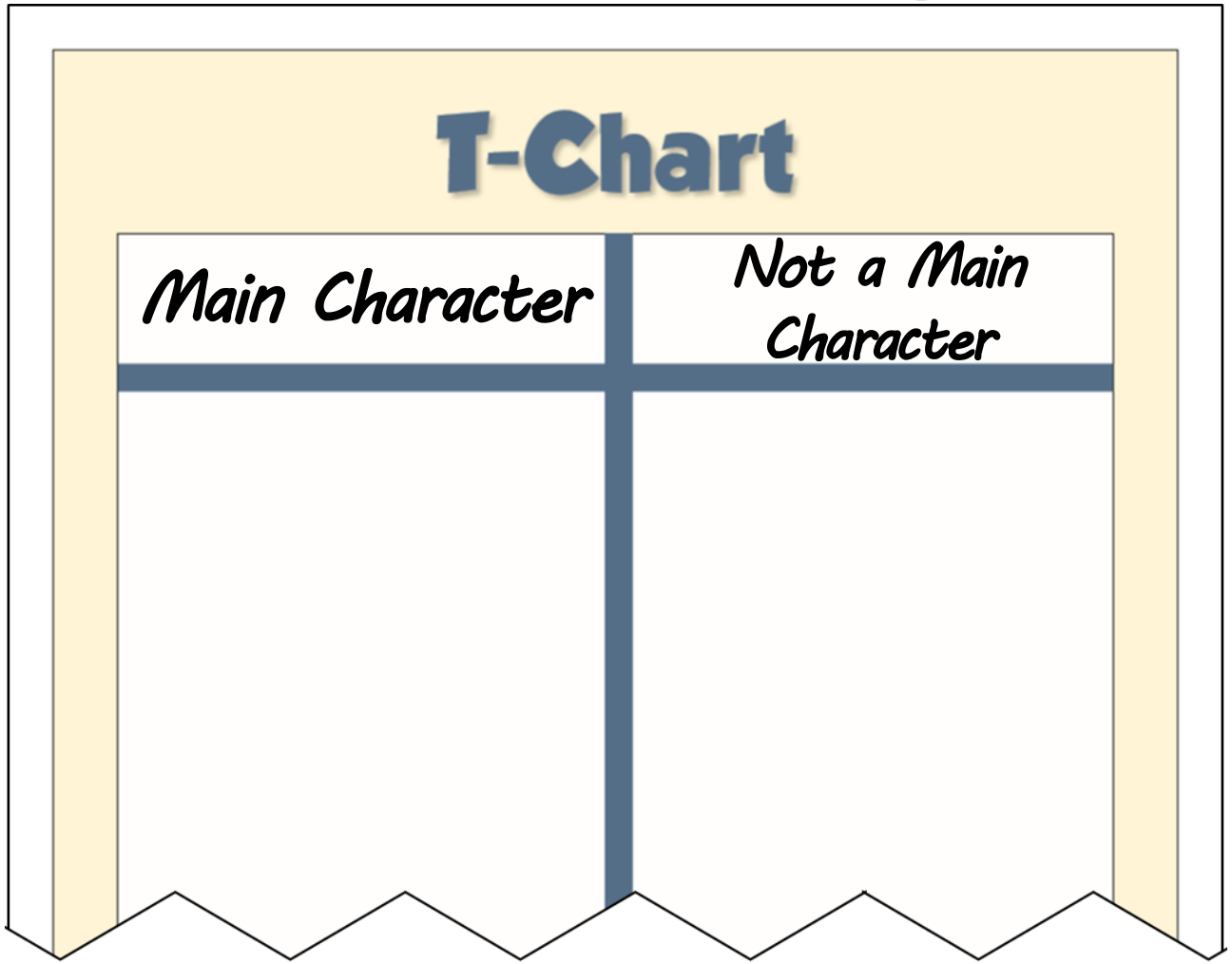
Michelle Obama

Cherry

Randy

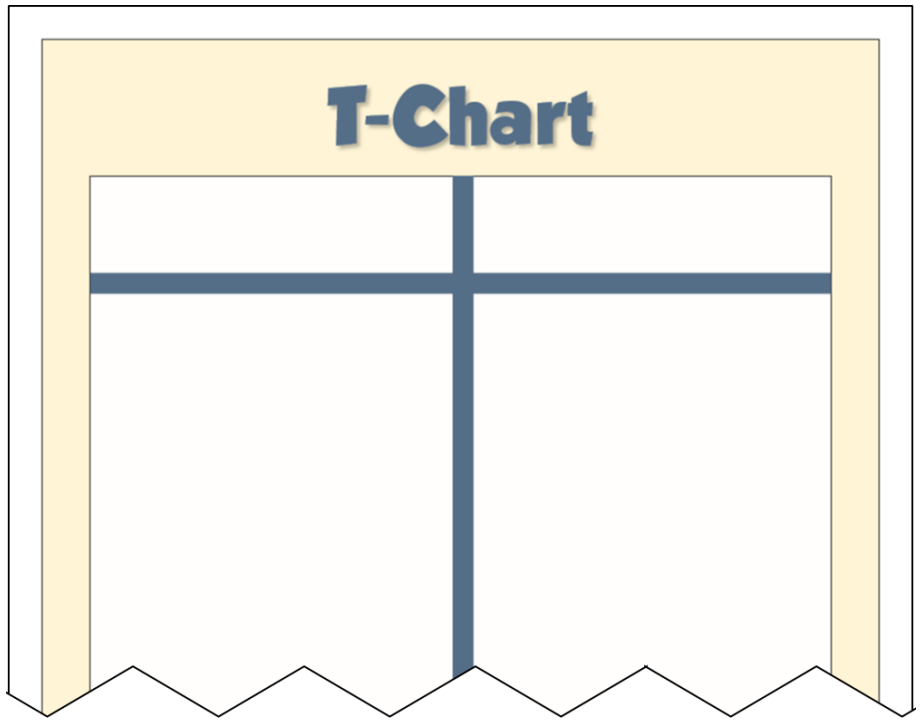
Ponyboy

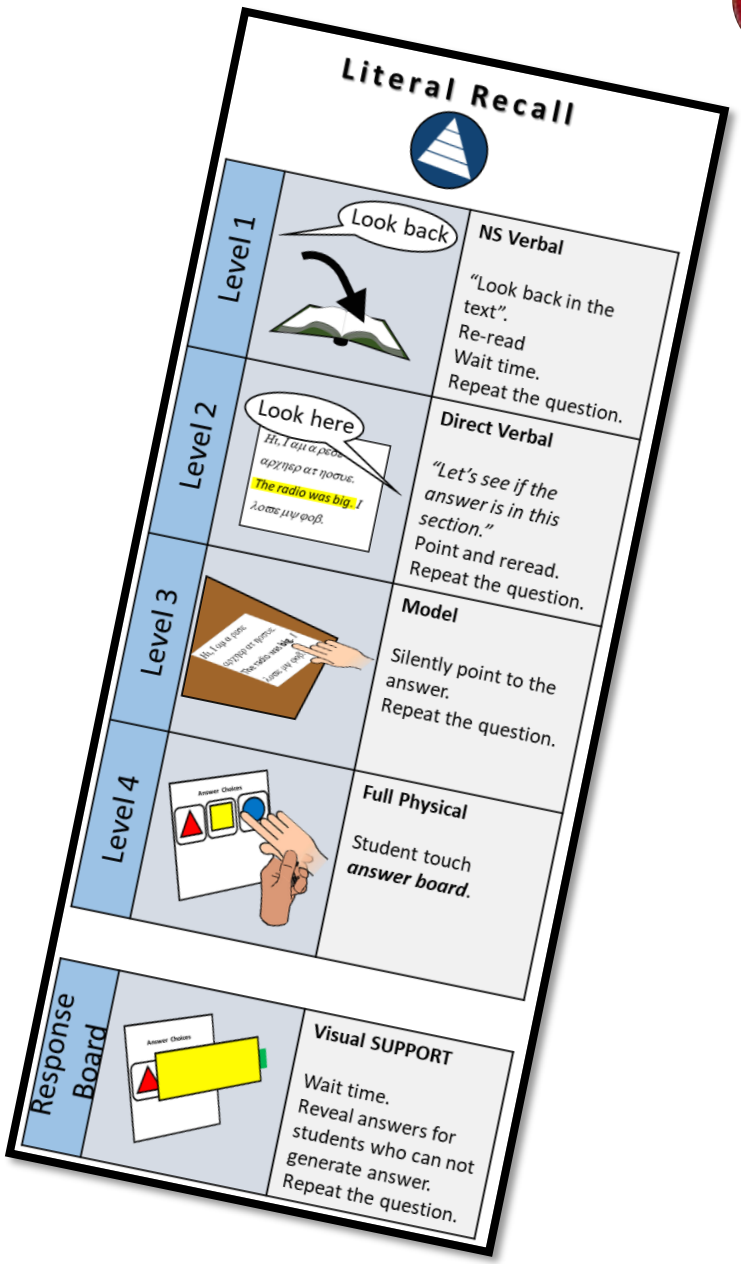
Dally



Example/Non-example procedure

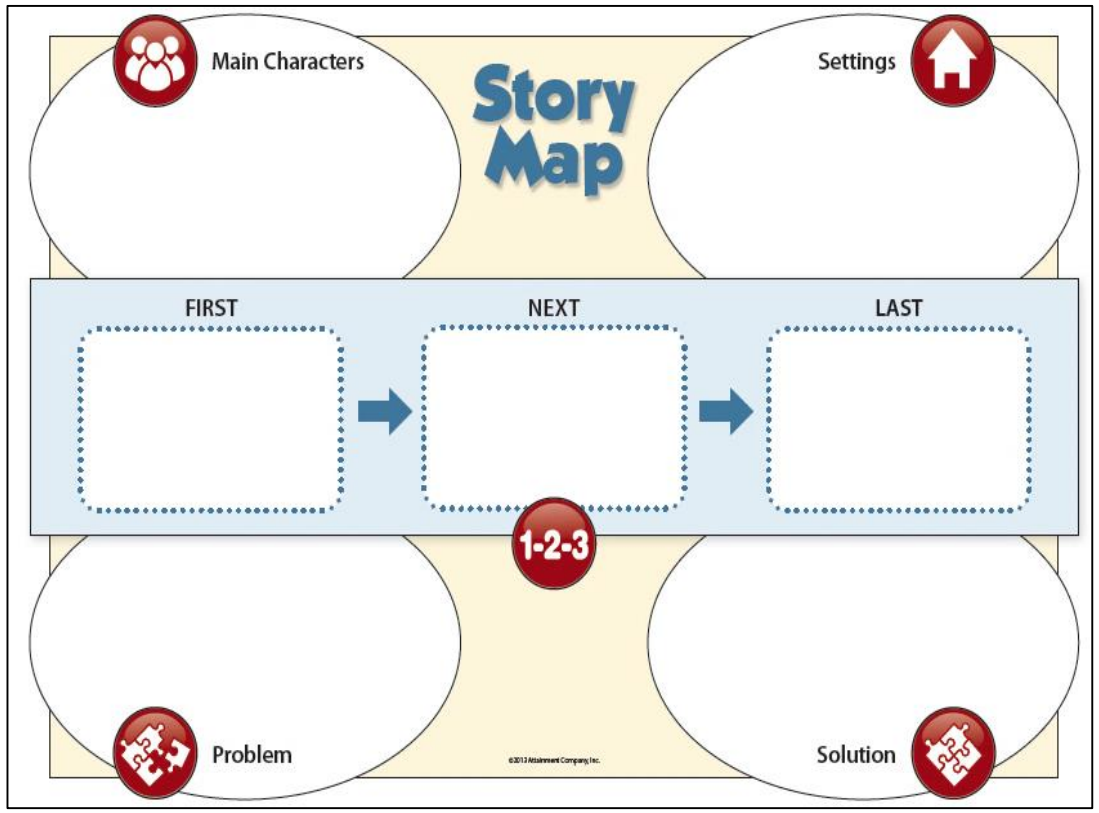
- Provide specific praise for correct placement
- Incorrect answer: Utilize Literal SLP

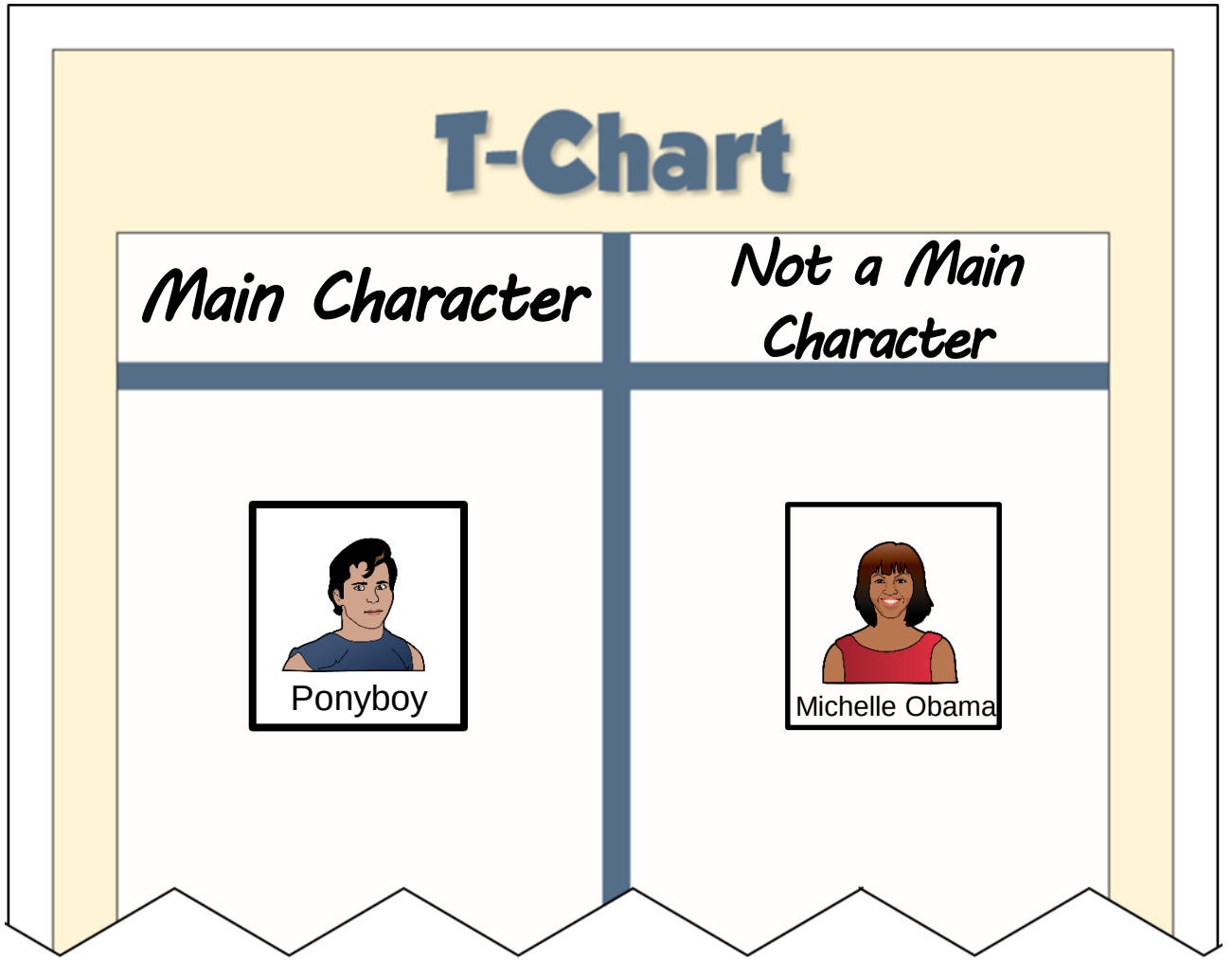




Example/Non-example procedure

- Have students move the appropriate pieces from T-Chart to Story Map





Video of Peer Implementing Curriculum

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Review!

69TH CONFERENCE ON CHALLENGING EXPECTATIONS & EXCEEDING GOALS EXCEPTIONAL CHILDREN

Why Behavior Skills Training?

D • Provide Written **Directions** to Peers

M • **Model** how to implement program

R • Do direct **rehearsal** 1:1 with the peers, providing feedback as you go
  – Goal: 90% or higher fidelity

C • Provide **ongoing coaching** to keep fidelity high

Remember D-M-R-C

Review

- ✓Package for Inclusive Literacy
  - Adapted texts
  - System of Least Prompts for Literal and Inferential Questions
- ✓Peers are effective at delivering instruction
- ✓Behavior Skills Training
  - Remember “D-M-R-C”
    - **D**irections, **M**odel, **R**ehearse, **C**oach

Questions:

- Brett Cerrato- Research Associate
  bcerrato@uncc.edu

- For more on Project IMPACT, please visit the website at https://projectimpact.uncc.edu/