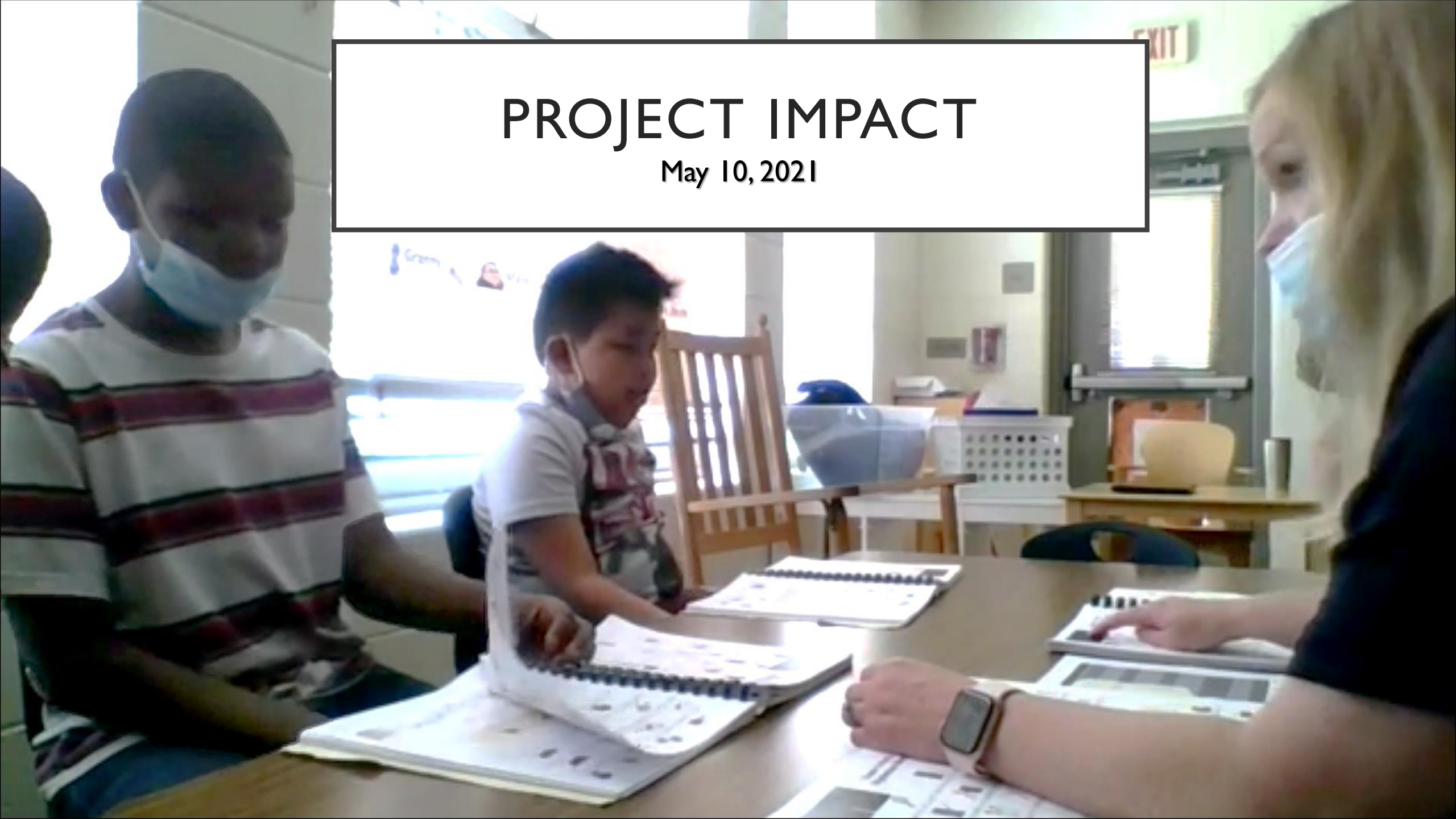


PROJECT IMPACT

May 10, 2021



PROJECT IMPACT TEAM



*Shawnee
Wakeman, PhD*

*Associate Professor and
Principle Investigator*



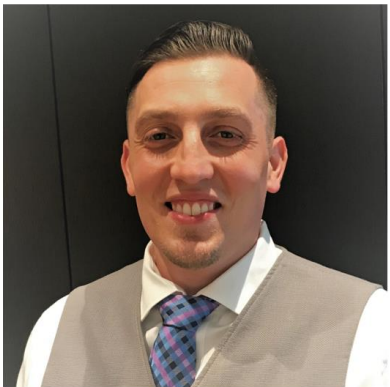
*Robert Pennington,
PhD BCBA-D*

*Associate Professor, the
Lake and Edward J Snyder,
Jr. Distinguished Scholar in
Special Education, and
Co-Investigator*



*Alicia Saunders,
PhD*

*Adjunct Professor,
Research Associate, and
Co-Investigator*



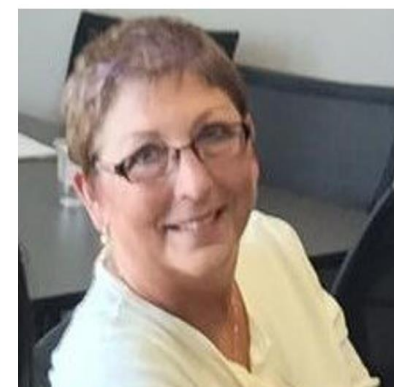
*Brett Cerrato,
M. Ed*

*Adjunct Professor and
Research Associate*



Tuba Gezer

*PhD Candidate,
Research Assistant and
Data Analyst*



*Lynn Ahlgrim-
Delzell, PhD*

Data Analyst

PROJECT IMPACT OVERVIEW

The screenshot shows a Zoom meeting in progress. On the left, a presentation slide is visible with the text: "But we can't let them get away with it," Alan... Below this, it says "82 Access ELA Grades 3-5 Student Reader 2". The slide also features a cartoon illustration of a man and a woman. Below the illustration, the text reads: "Not again!" his father yelled. "Do you hear me?" At the bottom of the slide, it says "The next day, Alan went after Billy." On the right side of the Zoom window, a word bank is displayed with the following items: books, video games, broccoli, dessert, Alan, Tom, Joe, Tootsie, dog face, fink, baby, and Billy. The Zoom interface includes a video grid with several participants and a toolbar at the bottom.

- Inclusion Made Practical for All Children and Teachers (IMPACT)
- Began January 1, 2019
- Three year project
- UNC Charlotte and Charlotte-Mecklenburg Schools

FOUR GOALS

- Improve outcomes in the 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



PROJECT IMPACT MODEL COMPONENTS

THE WHAT

- Comprehension strategies with varied depth of knowledge
- Adapting grade-aligned texts
- Explicit instruction of key vocabulary
- Assessment of student outcomes

Grade-aligned Instruction

Evidence-based Practices

- Story-based/literature lessons
- Systematic Prompting with Feedback
 - TA Instruction w/ SLP
 - CTD
- Graphic Organizers
- Peer Supports

THE HOW

- Fidelity of implementation of EBP
- Ongoing coaching and support
 - Behavior Skills Training
- Sustainability of practices
- Online PD

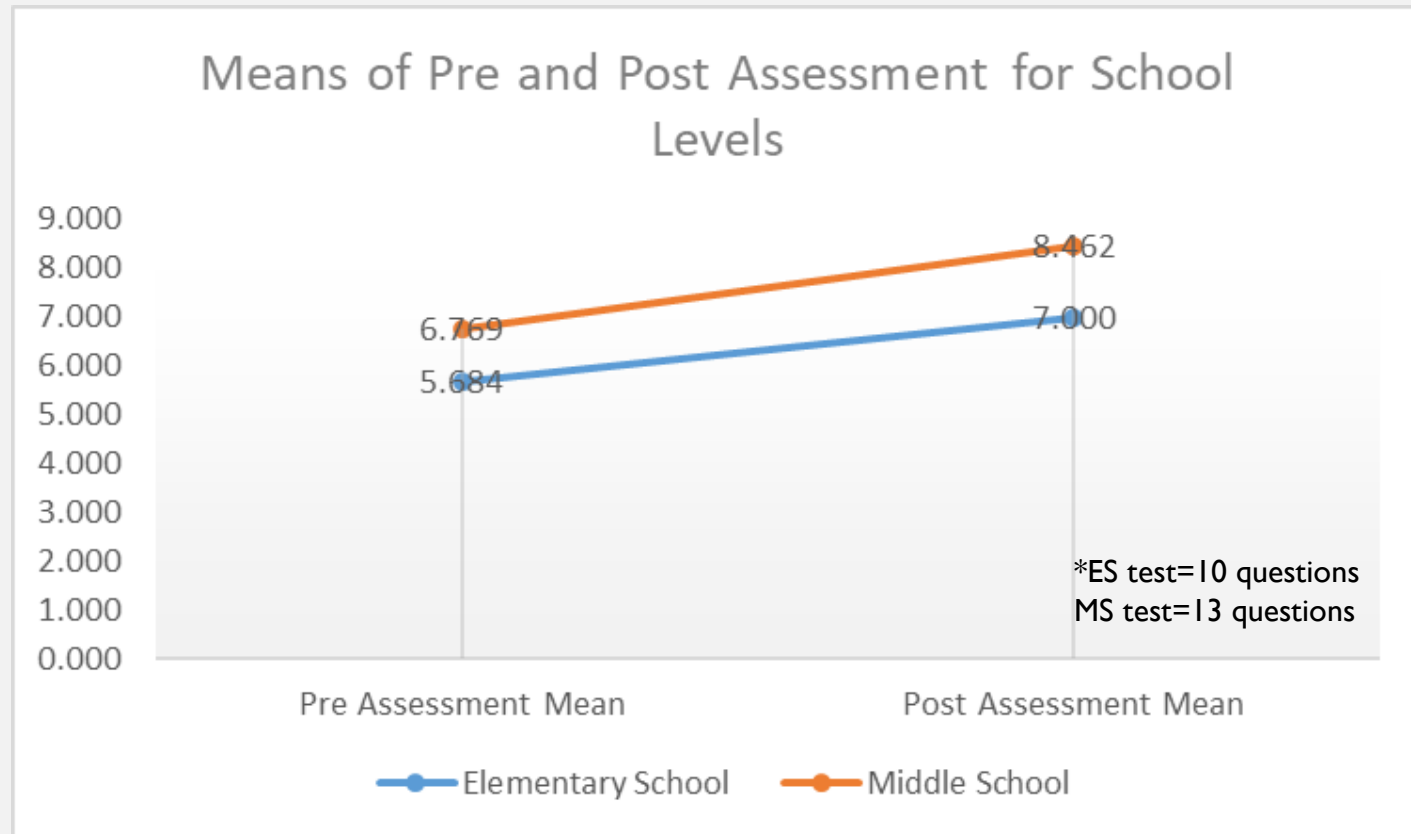
Coaching: Targeting Fidelity and Sustainability

Generalization

- Train SPED teachers on EBP, tools, and measuring student outcomes
- Train Gen Ed teachers on use of RBP, UDL, and grade-aligned supports
- Inclusive opportunities using lag implementation

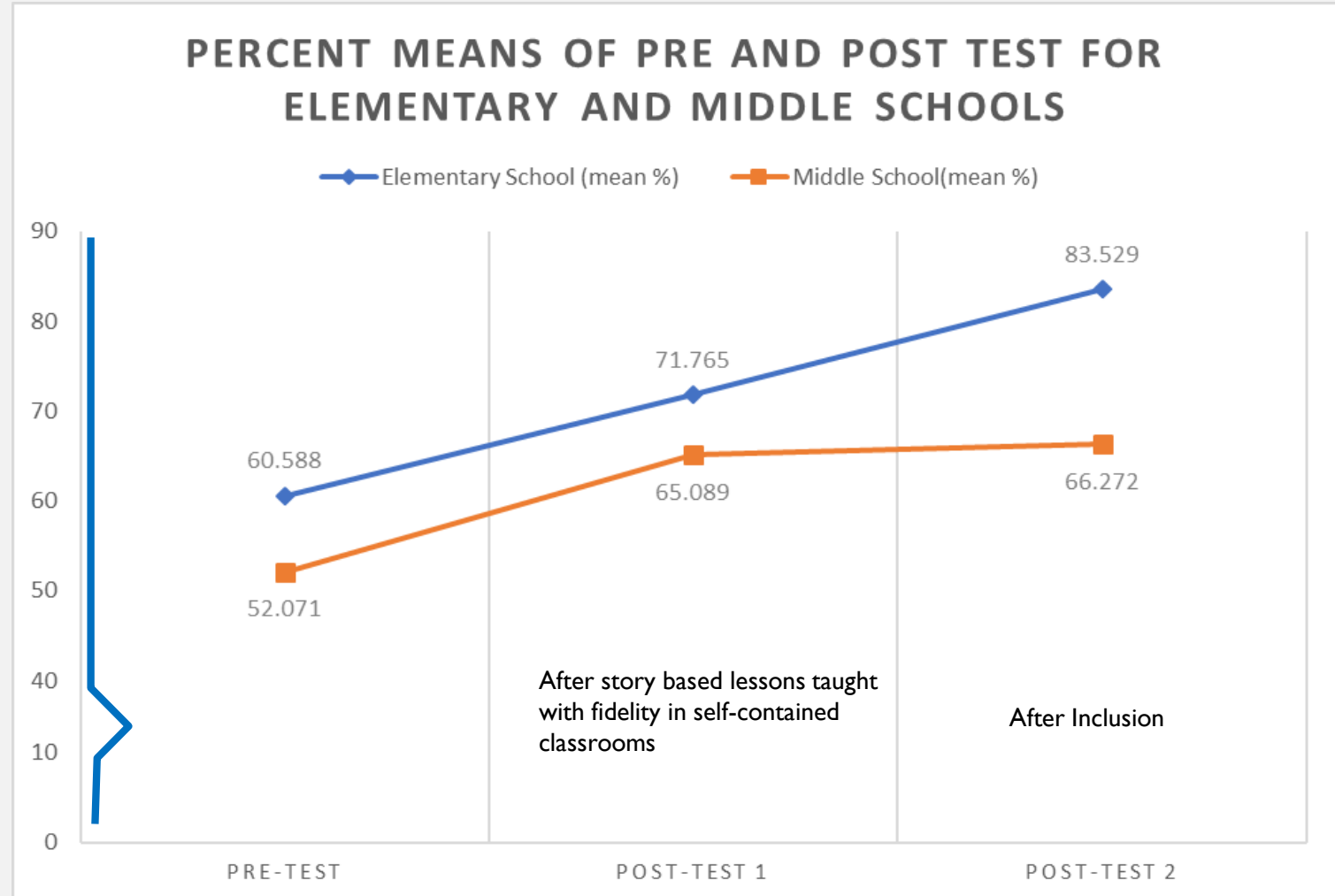
DATA TO DATE- YEAR I _PHASE I

- Pre and post were developed from a novel text (not read during intervention) and different chapters pre/post with comparable questions
- 22 Elementary students- Paired t-tests
- Elem participants' pretest assessment (M= 5.68, SD=3.02) and post-test assessment (M=7, SD=2) is **statistically significant** $t_{(18)} = -3.04, p = .007, d = .52$ (medium effect size).
- 16 Middle school students- Paired t-tests
- Middle participants' pretest assessment (M= 6.77, SD=3.14) and post-test assessment (M=8.46, SD=2.33) is **statistically significant** $t_{(12)} = -3.16, p = .008, d = .61$ (medium effect size).



YEAR 1 DATA

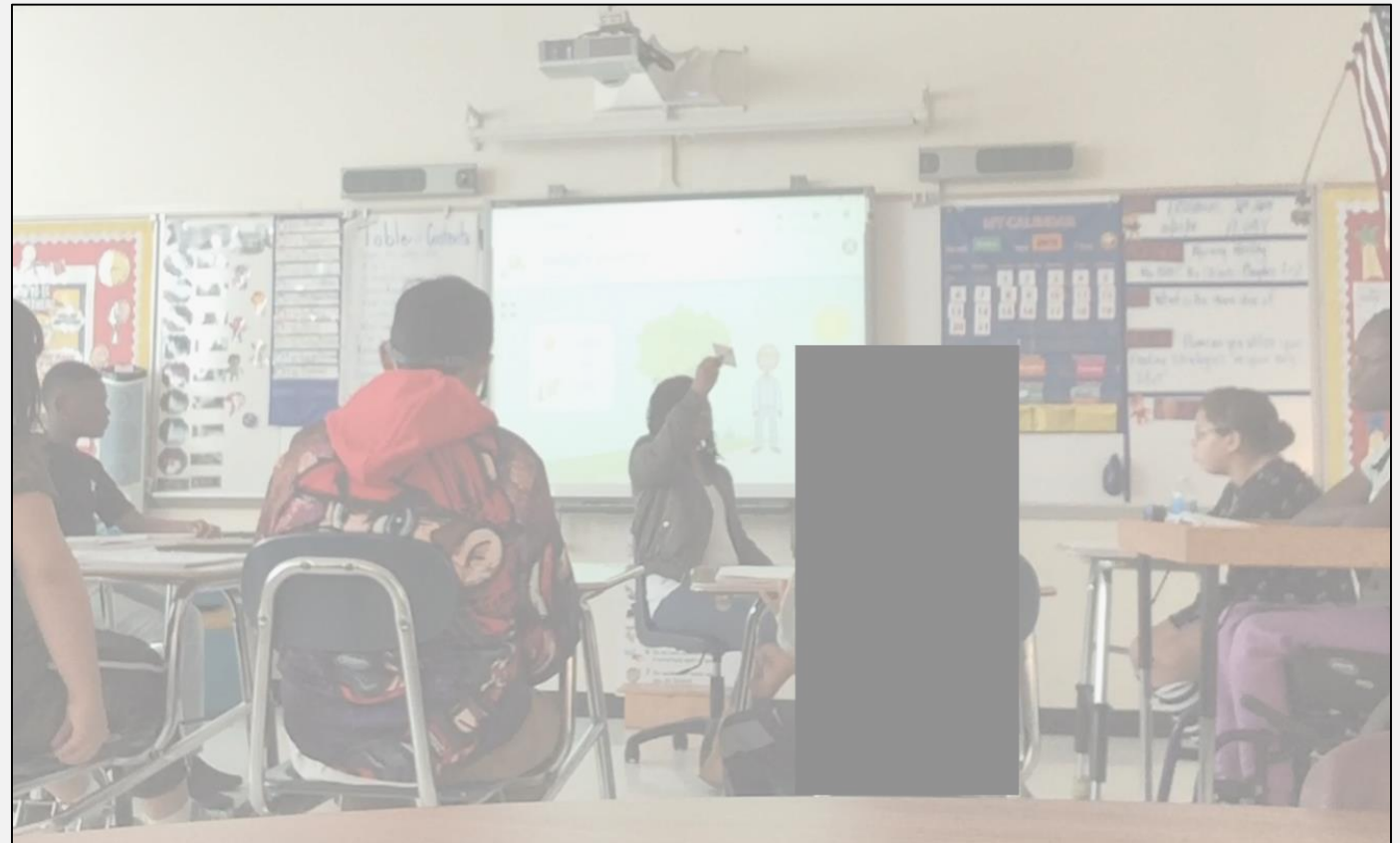
- Students who participated in inclusion lessons during Phase 2 made significant gains on Posttest 2 over students who did not



EDUCATOR FIDELITY DATA

Fidelity Data Summary

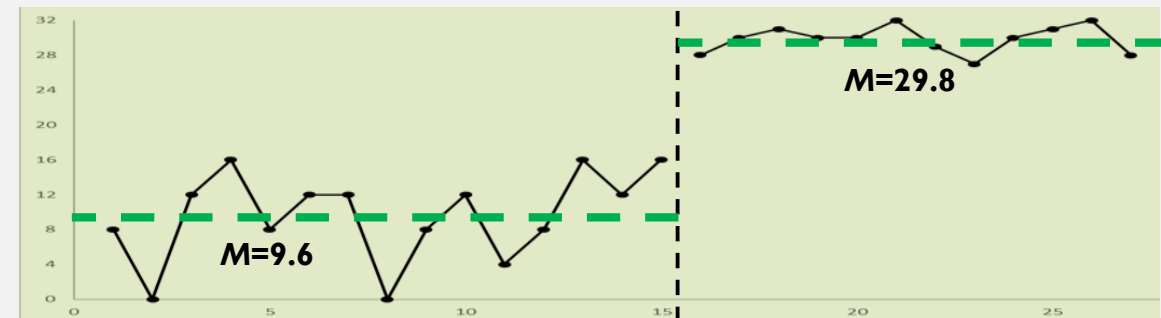
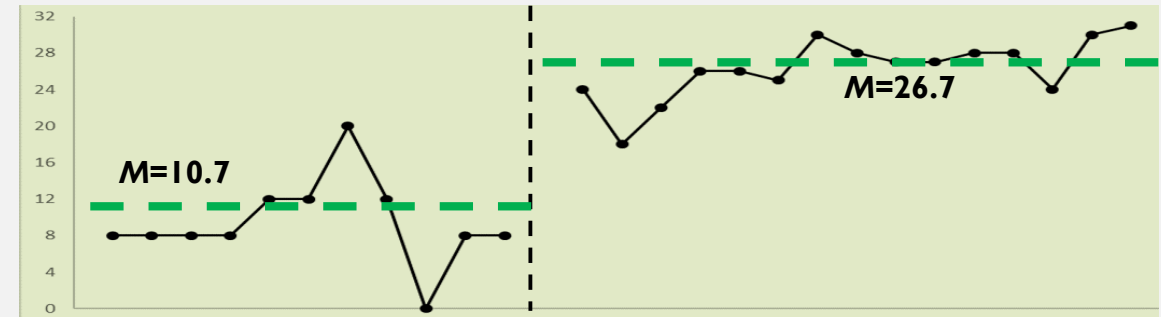
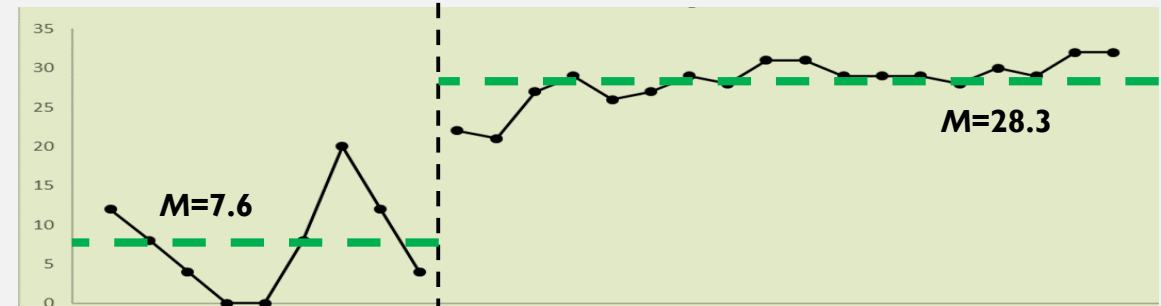
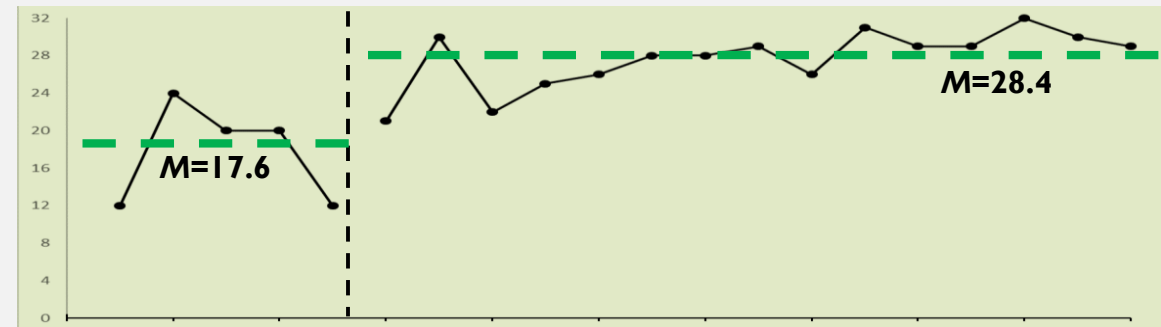
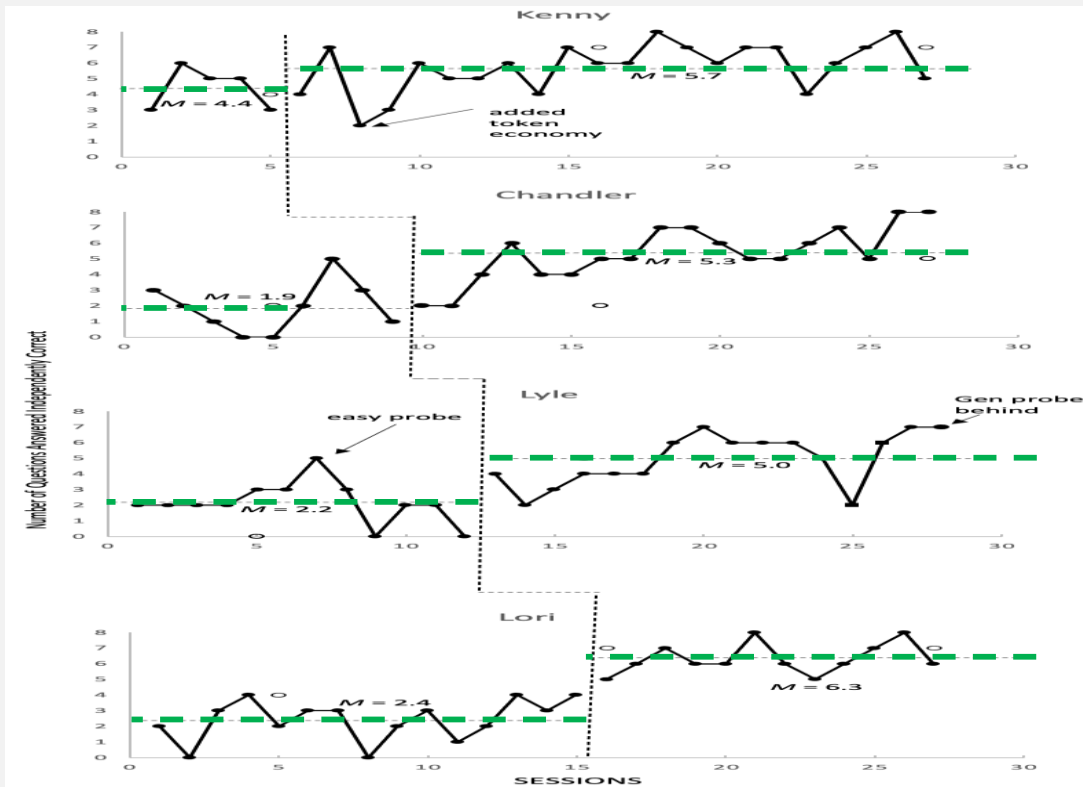
	SLP			
	Av. Opt.	Av. %	Min	Max
E1	87.2	96.5	93.4	100
E2	34.3	97.6	85.1	100
E3	71.3	86.0	44.4	100
E4	90.3	93.8	81	100
E5	35.5	97.7	86.3	100
E6	101	97.4	85	100
T	69.9	94.8		
P1	67.6	93.3	83.6	100
P2	79.4	92.1	72	100
P3	25	82.8	50	100
P4	96.9	99.5	98	100
P6	55.3	93.1	78.6	100
P	64.8	92.2		
Total	67.6	93.7		



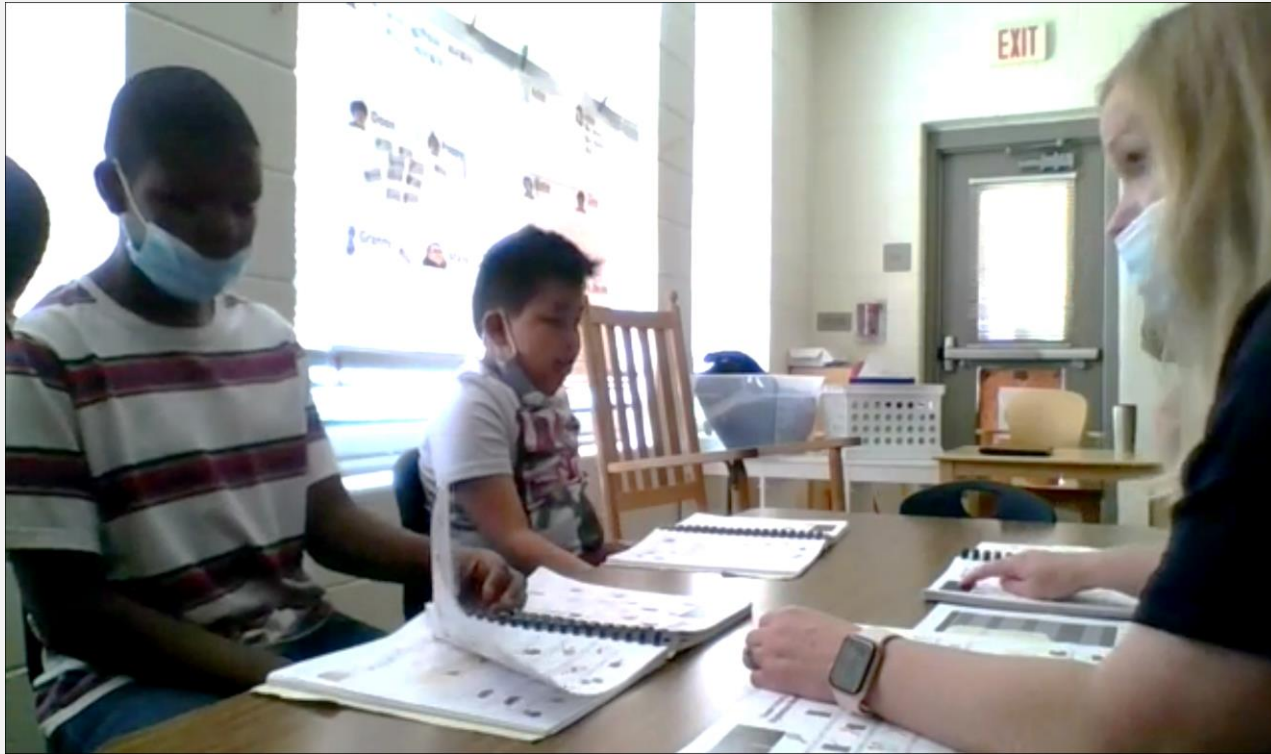
SINGLE CASE DESIGN

- Virtual Instruction
 - Students made gains in comprehension
 - Students needed less prompting over time

*32=complete independence



PROJECT IMPACT OVERVIEW



Principal Quote 1:



“It's one of those things where when you first you know presented and talked about it was like man that because that's where every I think extensions program or self-contained program wants to go or every school should want to go and I'll be honest I was like can that really happen...it's just how realistic is that goal?”

Principal Quote 2:



“You know definitely it's exceeded some of the expectations because you know again it was one of the things yes that sounds great but really how doable is that?”

PRINCIPAL PERSPECTIVE

Full quote about expectations of Project IMPACT after the ‘pitch’ to the outcome after observing from the Elementary School Principal of a participating school during years 1-2 of project:



“By going in and seeing what some of the EP (self-contained, special education) teachers are doing, we can all learn and pick up some important strategies that I think as far as the structure of classes, the transitions between activities, differentiation, we have been personalizing in the EC (special education) world since the beginning. And so I think there are some components that the EC teachers understand better than the general ed(ucation) teachers do.”

- Elementary School Principal of participating school (years 1-2 of project)

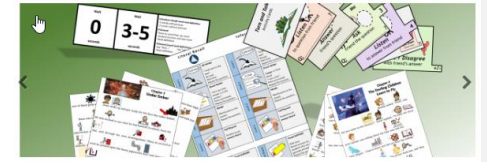
PHASE I (SEPARATE SETTING SBL) VICTORIES

1. Students are looking at the text unprompted for an answer
2. Parents requesting vocab and additional activities to extend the learning to home after their students have talked about the book
3. Teachers and Paras are including 'look in the text' as a part of their routine
4. Students making connections between separate stories
5. Students who are non-verbal or do not speak 'clearly' are able to show their knowledge by referring to the text
6. "It is applicable. I can definitely apply in my classroom. I can see using these techniques not just in ELA but in other subjects as well. Transferable."
7. "Students love the chapter and reading. Students are motivated to participate group reading. We have had students that normally refuse to work want to participate in the lessons."
8. "Since students are engage so that I want to do more activities about reading. It challenges me to challenge my students."
9. "Amazed by student's skills, they look back at the book to find the answers, didn't know they could do that."

PHASE 2 (INCLUSION SETTING SBL) VICTORIES

1. Students are following along with in the same text as their peers
2. Students are answering comprehension questions with their peers
3. Students are completing adapted and non-adapted graphic organizers that equivalent to their peers
4. Students are having appropriate academic and social interactions during lessons with their peers
5. Students are engaging in social opportunities outside of class
6. Students are engaging in imaginary play that is intertwined with their novel
7. Students making connections between themselves and characters in the text
8. Students are able to find specific words within the text
9. Students who lack impulse control have delayed their answers which has led to more correct answers from these students

PROJECT WEBSITE: PROJECTIMPACT.UNCC.EDU



CONFERENCE MATERIALS

- RESOURCES
- Training Materials
- Phase 1 Materials
- Phase 2 Materials
- Phase 3 Materials
- Instructional Videos
- Conference Materials



Raleigh, NC
[Peer Implemented Instruction: A Model for Inclusive Literacy for Students with Low Incidence Disabilities](#)
Author: Lisa Wood



Portland, OR
[Parental Perceptions of Literacy: Children With Intellectual Disability-Poster](#)
Poster: Jennifer
[Coaching Others to Implement Strategies for Facilitating Inclusion-Presentation](#)
SLP
Aligned Test Reference
Aligned Summer Activity-1
Aligned Summer Activity-2

Clearwater Beach, FL (Virtual)
[Project IMPACT Model Demo Presentation](#)
SLP
Aligned Test Reference
Aligned Summer Activity-1
Aligned Summer Activity-2



WHAT IS PROJECT IMPACT?

Project IMPACT- Inclusion Made Practical for ALL Children and Teachers - The project is designed to support general education and special education teachers to utilize research-based practices, design grade aligned instruction in the area of reading comprehension, generalize instruction to inclusive settings, and benefit from intensive coaching experiences to promote fidelity and sustainability to ultimately increase student comprehension outcome scores. The model, designed to be implemented by two professional learning communities (1 elementary schools and 2 middle schools in each) over a period of three years, is intended to achieve four long term outcomes:

1. Increase the reading comprehension outcome data for students.
2. Improve the quality of instruction for students in more inclusive environments.
3. Increase the number of inclusive opportunities in academic settings for students.
4. Increase the capacity of PLC members to implement RDPs and utilize model curriculum tools in inclusive academic classrooms.

Within this site, you will be able to find the tools and resources that we used in the model demo study (only year 1 materials will be posted until the completion of year 2 in the spring of 2021). Each phase within a school year had different elements as well as overlapping elements.

[INSERT PICTURES: MS student, inclusion, listen to group] [INSERT PICTURES: ES inclusion, sped and stu]

- [Training \(Phase 1, 2, 3\)](#)
- [Phase 1 Materials](#)
- [Phase 2 Materials](#)
- [Phase 3 Materials](#)
- [Instructional Videos](#)
- Module Trainings-Coming Soon
- [Conference Materials](#)



Home / Resources / Phase 1 Materials

PHASE 1 MATERIALS

- RESOURCES
- Training Materials
- Phase 1 Materials
- Phase 2 Materials
- Phase 3 Materials
- Instructional Videos
- Conference Materials

CTD card
Constant Time Delay Rules card was developed so teachers could track which level (0-second delay or 3-5 second delay) they were using during practice or during instruction as needed. On the back of the cards were scripts for each delay amount for teaching the word and a different script for teaching the definition.

SLP card
SLP Instructional Presentation
The system of Least Prompts was developed based on current research in literacy comprehension. The initial tool had six levels which were revised to have four levels and an option to provide the visual support when the directive is delivered depending on student ability level. The first iteration of the SLP began with providing a visual support, followed by a non-specific verbal prompt, specific verbal prompt, model prompt, and physical prompt. The tool was revised to begin with a non-specific verbal prompt specific verbal prompt, model prompt, and physical prompt.

Phase 1 Lesson Fidelity
During scripted lessons delivered in a separate setting, a literacy lesson fidelity was required so a fidelity score sheet was used to capture teachers' fidelity delivering the lesson and implementing the embedded CDBs.

Coaching Form
[Printable \(handwrite\)](#)
[Downloadable Google Form](#)
Coaching Form was used in two different types of settings. In the self-contained setting, a coach tracks instructor progress towards fidelity using CDBs with scripted curricula. The form uses research-based coaching practices to highlight various discussion areas to assist in facilitating the discussion and addressing an area of improvement. The tool can be used to highlight and focus on any skill chosen by the teacher or coach. A key component of the form is developing a goal for the teacher to accomplish between each coaching session. (Range of difficulty based on the time between coaching sessions.)

In the general education or inclusion setting, the coaching form allows the coach to capture key information from their fidelity sheet, progress towards their weekly goal, and information shared with the general or special education teacher(s). The coaching form assists in facilitating the coaching discussions and provide coaches with digestible information along with the plan to complete their goal.

Student Screener
The Student Screener assists in quickly identifying how students most likely receive instruction. The form should only be completed if by an instructor that has worked academically with the student. It can be used for the staff that works with a student to norm their observations. The tool highlights levels of students' communication, how they access academic activities, and other academic abilities. The information collected was used to modify, scaffold, and prompt students during instruction.

Pre-Post Test Samples
A pretest and two post-tests were created for each grade band for a total of six tests. The pre-test required the teacher to read chapters 1-2 of an unknown novel. Then the student is asked (10 at elementary school and 13 at middle school) comprehension questions. The delivery method is very similar to how the students receive their EOG and formal testing so they are not unfamiliar with the activity. The students could only see the question typed out with three answer choices below. The examiner has a script to ask the question and present the answer choices on their side of the easel.



TOOLS

Friend	Me	Action
		Listen to question
		Answer question
		Ask question
		Listen to answer
Repeat or		
		Agree / disagree

Intro Vocab word and definition	Wait 0 seconds	Wait 3-5 seconds
3-5-Second word -Display 3 word cards -Say "touch." -Point to word then say "touch." -Student touches -Provide feedback -Say "..." -Say "..." -Provide feedback -Read definition -Shuffle cards and continue to next word	0-Second word -Display 3 word cards -Point to word then say "touch." -Student touches -Provide feedback -Say "..." -Say "..." -Provide feedback -Read definition -Shuffle cards and continue to next word	3-5-Second word -Display 3 word cards -Say "touch." -Point to word then say "touch." -Student touches -Provide feedback -Say "..." -Say "..." -Provide feedback -Read definition -Shuffle cards and continue to next word

Adapted Novels adapted by Brett Cerrato, Alicia Saunders, Holly Johnson, and Shawnee Wakeman:

- Peter Pan (Classic Starts Series) by J. M. Barrie, (Abridged by Tania Zamorsky)
- City of Ember by Jeanne DuPrau
- Boy Who Harnessed the Wind by William Kamkwamba, Bryan Mealer



Literal Recall		Inferential	
Level 1 Look back Reread Excerpt "Look back in the text". Reread. Wait time. Repeat the question.	Level 1 Look back Reread Excerpt "Look back in the text". Reread. Wait time. Repeat the question.		
Level 2 Look here Reread Sentence "Let's see if the answer is in this section." Point and reread. Repeat the question.	Level 2 A clue Reread Sentence Engage in Think Aloud "I see a clue". Point and reread. Repeat the question.		
Level 3 Model Silently point to the answer. Repeat the question.	Level 3 Model Silently point to the clue(s). Repeat the question.		
Level 4 Physical Assist student in touching answer.	Level 4 Physical Assist student in touching answer.		
Response Board Visual SUPPORT Wait time. Reveal answers for students who can not generate answer. Repeat the question.	Response Board Visual SUPPORT Wait time. Reveal answers for students who can not generate answer. Repeat the question.		

The research reported here was supported by the Office of 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.

IDEA's that Work
Office of Special Education Programs
U.S. Department of Education

COACHING/PLANNING TOOLS

Project IMPACT: Co-Teaching Lesson Plan Template

Standard Course of Study: _____ Additional Support: _____

IMPACT Lesson: _____	Unit #: _____	Lesson #: _____	Extended Standard #: _____	Standard Course #: _____
Text	Learning Targets	Process, Products, Strategies	Story & Content Vocab	Questions-Opps to Respond
Top Priority	Additional Concepts	Process: e.g., Entrance ticket, Whole Group Read, Indep Work, Exit ticket	Story or context vocabulary words (e.g., city, James, hole)	Enter Activity Name Question 1 pg #, # Question 2 pg #, # Question 3 pg #, #
		Tools and Products: e.g., graphic organizers, workbook, small whiteboard	Content vocabulary words (e.g., setting, character, summary)	Enter Activity Name Question 1 pg #, # Question 2 pg #, # Question 3 pg #, #
		Strategies: e.g., turn and talk, gallery walk, sn discussion and		Enter Activity Name Question 1 pg #, # Question 2 pg #, # Question 3 pg #, #

Project IMPACT: Co-Teaching Lesson Plan Template

Date: _____ Title: _____ Chapter/Section: _____ Lesson Location: _____

Content – Desired Results

General Standard: Click or tap here to enter text.

Extended Standard: Click or tap here to enter text.

Learning Targets(s): Click or tap here to enter text.

Lesson Objective-Whole Class: Click or tap here to enter text.

Product – Assessment Evidence

Performance Task	What behavior or product will students create, develop, or show to determine if they were successful with the lesson?	Data Collection: (Match to objective)	Click or tap here to enter text.
Target Product: Modified Product:	Click or tap here to enter text.		

Method – Learning Plan

Story and Content Vocabulary:

- Word : Definition
- Word : Definition
- Word : Definition

Suggested Strategies and Tools for Instruction:

- Model, Lead, Test (I do, We do, You do)
- Click or tap here to enter text.
- Click or tap here to enter text.
- Click or tap here to enter text.
- Click or tap here to enter text.
- Click or tap here to enter text.
- Click or tap here to enter text.

Support Staff: SLP OT PT Acad. Facil

Lesson Activities Map

Outline Process: _____

Materials Needed

Outline: Where and when products/tools are used?

Who is responsible for delivering the various strategies?

Where opportunities to respond will take place?

Student Differentiation Form

Current Grade: K-2 3-5 6-8 9-12 Transition

Student ID: _____

Student's expressive response mode: (Choose 1 for primary [1] Choose any secondary [2])

Not yet established Sign or Gestures Exchange pictures

Vocal Comm Object symbols Uses a speech gen device Multi-modal:

Expressive communication (Choose 1 for primary [1] Choose any additional skill a student may show [✓])

Consistent expressive communication not yet established

Uses single words/sign/pictures to make requests and name objects

Uses single words words/sign/pictures to make requests, name objects, and respond to others

Use multiple word/sign/pictures combinations to make requests, name objects, and respond to others

Engages in multiple conversational exchanges around a topic

Engages in multiple and complex conversational exchanges (multiple ideas, descriptive language) around a topic

Receptive Language: (check the [1] best description)

Uncertain response to sensory stimuli (e.g., sound/voice, sight/gesture, touch, movement, smell).

Alerts to sensory input from another person (auditory, visual, touch, movement) BUT requires physical assistance to follow simple directions.

Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1-2 step directions.

Independently follows 1-2 step directions presented through words signed, printed, or any combination) and does NOT need additional cues

Lesson Engagement Duration: (Place 1 for typical lesson duration, plus redirection) for:

Does not engage in lessons 5-9 min 10-14 min 15-20 min

Less than 5 minutes 5-9 min 10-14 min 15-20 min

Supports for Lesson Engagement (select Primary only)

Requires intensive supports (e.g., frequent redirection and prompts, economies, social stories, visual supports, differential reinforcement)

Requires intermittent prompts and additional feedback during instruction

Requires few supports (beyond whole group directions and established picture supported text)

Reading (Choose 1 for primary [1] Choose any additional skill a student may show [✓])

Does not attend to written or picture supported text

Primarily uses pictures to understand text

Uses sight word reading skill (pictures) to understand text

Uses sight word reading skill-emerging decoding skills (and picture supported text)

Writing (How) (check the primary)

Does not produce written product without full physical support

Writes or types words

Select words from a bank

Writing (What) (check the primary)

Writes single words

Writes simple sentences

Writes multiple related sentences about event occurring in the past

Writes and organizes sentences into paragraphs

Do not complete-Completed by UNCC

Participate in Extend I IQ Student Data Formal Test

Coaching Form

Educator: _____ Date: _____ Time: _____

Type of coaching meeting: _____ Student Grouping: _____

In Person Whole Group (6+)

Video Call Small Group (3-5)

Phone Call Diad (2-3)

Coaching Method

Real time feedback Coach Models

Observation only Video reflection

Meet after lesson Other _____

Observation Target:

CTD Lesson flow Co-teaching Wait time

Class routine SLP Student support Student engage

Behavior manage Comm supports Material prep Supervise staff

Room organization/structure Other _____

Feedback Content align

Observation Notes about Fidelity: _____

Action step from last coaching session: _____

Strengths displayed during lesson: _____

Actual Outcome (%) _____

Areas for growth: _____

Additional notes about lesson: _____

Teach or Model Skill? _____ **Rehearsal Completed?** Yes No (time) No (not needed)

Action Step: _____

Instructor's next steps: Observe peer teach Plan with peer

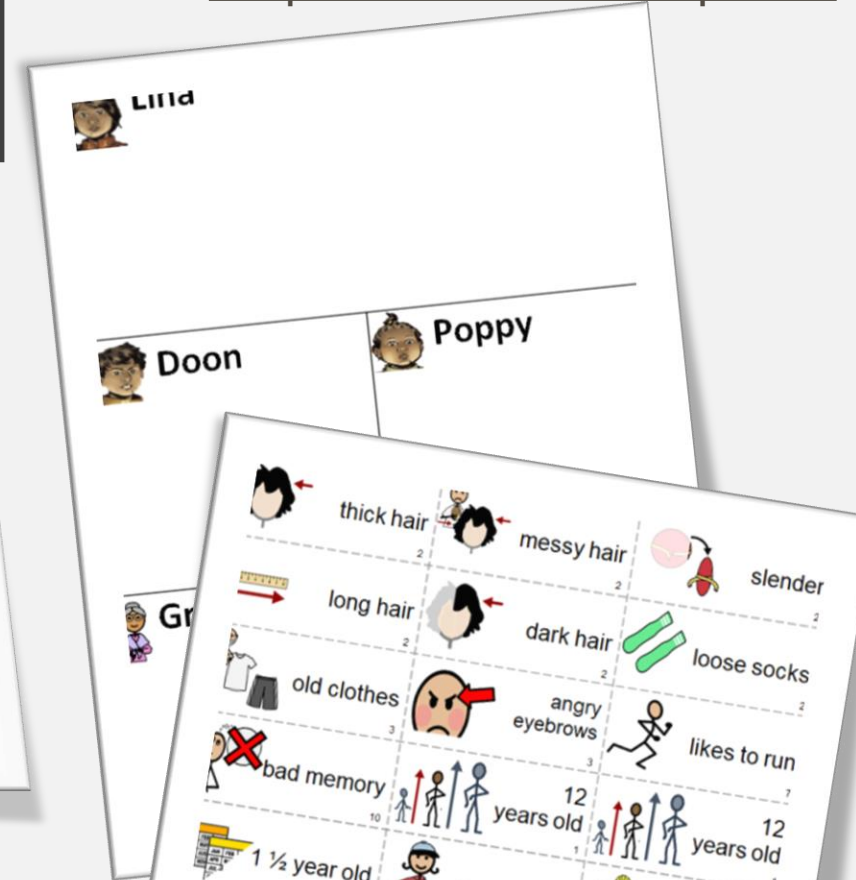
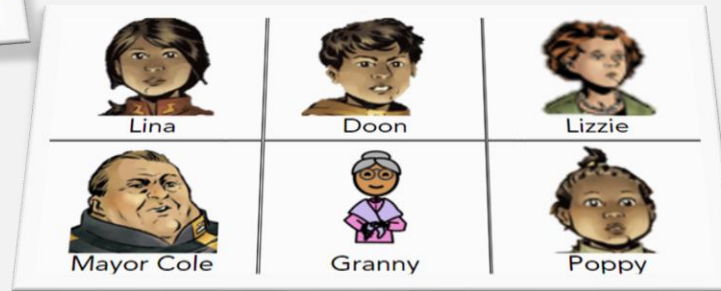
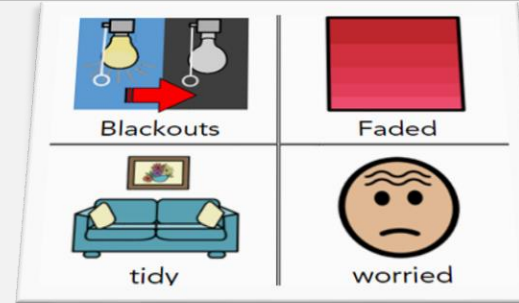
Peer observes and provides feedback Practice with peer/roleplay Watch reference videos

Coach's next steps: _____

EMBER NOVEL AND CURRICULUM PACK

BY ANNE ARMS EC TEACHER

Adapted novel and book packet



Chapter 2

#	Question	Answer	Remem	Unders	Apply	Analyze	Eval
1	What happens if Ember runs out of lightbulbs?	It will be dark all the time.	B	B			
2	Why did Doon and Lina stop being friends?	She laughed at him	B	B			
3	Who does Lina live with?	Granny and Poppy	B				
4	What do they do with the things they do not throw away?	They reuse everything.	B	B			
5	Rule 1 is when a customer gives you a message, repeat it back. If Rule 1 is broken people don't get the correct message. Rule 4 is deliver a message only to the person it's meant for. What happens if this rule is broken?	No privacy/secret	B	B			
6	Lina is a Messenger. Who is her boss?	Captain Fleery	B				
7	Who sent the message to the Mayor?	Looper	B				
8	Where does Lina go while she is waiting?	The rooftop	B				
9	Lina had a message for the Mayor. Why didn't she give the message to the assistant guard?	She followed the rules.	B	B	B	B	

- 1 What did Lina show Doon?
- 2 Why was Doon surprised that Lina wanted his help?
- 3 Who was at Lina's house when they got there?
- 4 Why is Mrs. Murdo at Lina's house?
- 5 Where do Lina's pictures come from?
- 6 What does she draw pictures of?
- 7 Doon thinks the instructions are _____.
- 8 Where does Lina think the door leads to?
- 9 What are Lina and Doon planning to do?

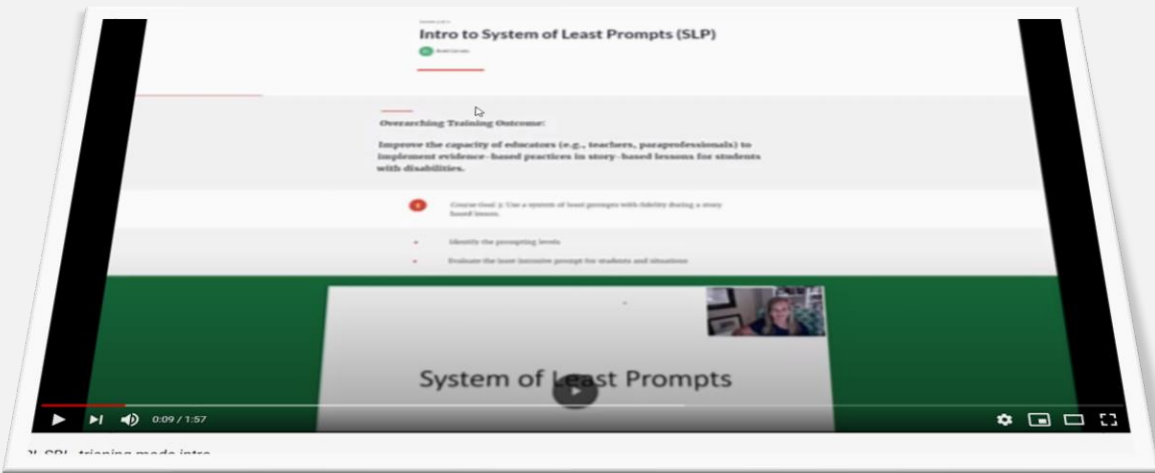
INSTRUCTION MODS



[EBP/SBL-Preview Video](#)



[IMPACT-Preview](#)



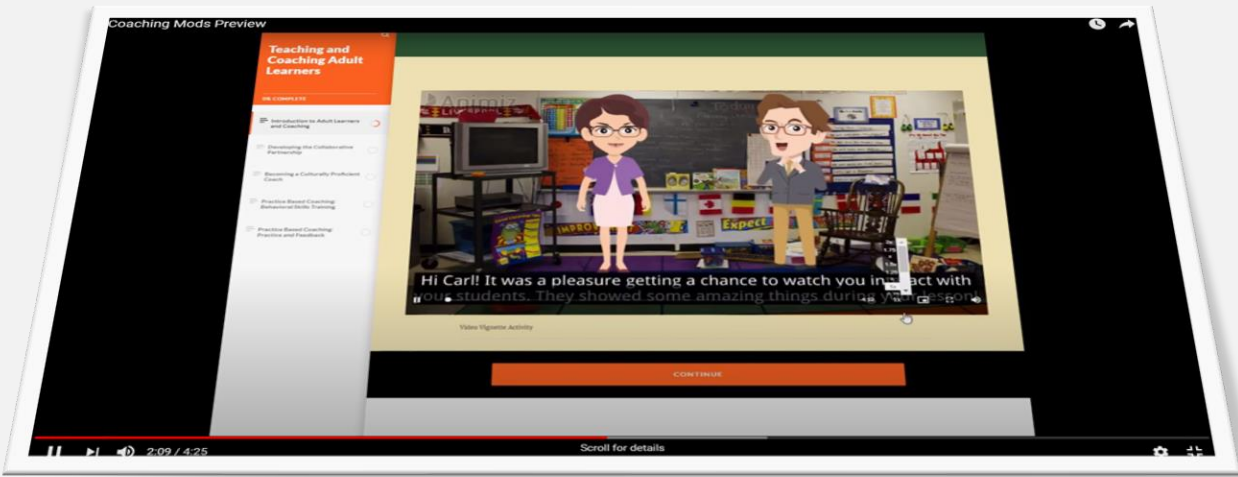
[EBP/SBL-Quick Preview](#)



[IMPACT-Review](#)



COACHING MODS

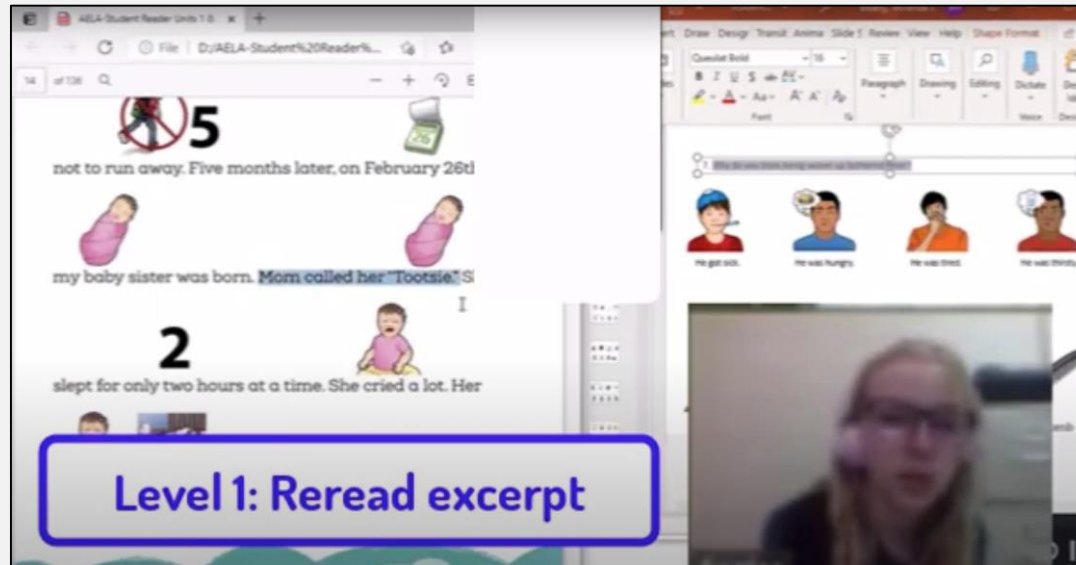


[Coaching Training Modules-
Tutorial Video](#)



[Coaching Training
Modules-Preview](#)

SINGLE CASE DESIGN-VIDEO CLIPS



The screenshot shows a virtual classroom interface. On the left, a document titled "ALEA Student Reader Unit 1.0" is open, displaying a reading excerpt with illustrations. The text includes: "not to run away. Five months later, on February 26th my baby sister was born. Mom called her 'Tootsie.' She slept for only two hours at a time. She cried a lot. Her". A blue box at the bottom of the document area contains the text "Level 1: Reread excerpt". On the right, a video feed shows a teacher with glasses and a microphone, looking at the camera. Above the video feed are four small icons of students with speech bubbles, each with a different expression and a corresponding speech bubble containing text like "He got sick.", "He was hungry.", "He was tired.", and "He was thirsty.".

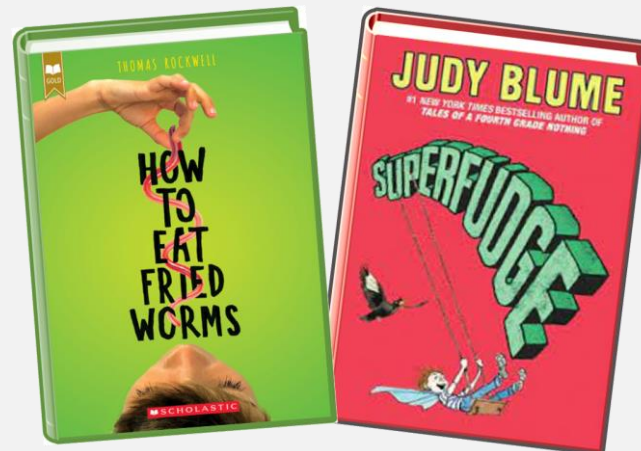
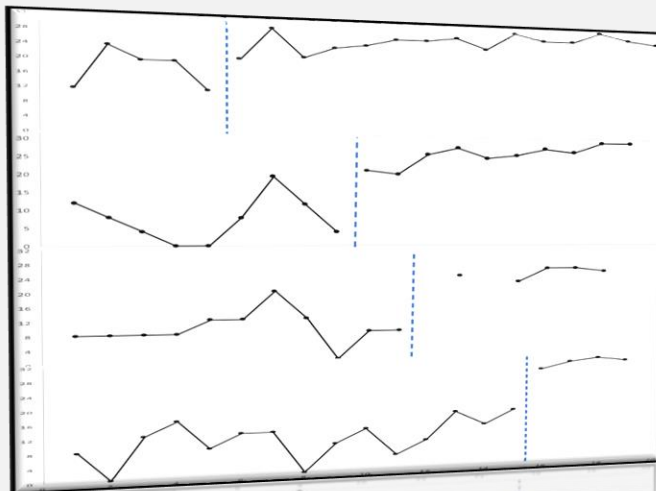
Constant Time Delay and Vocab

Challenges of Virtual Instruction

Prior to intervention

Post intervention

Students begin to look back in text without a prompt



QUESTIONS?

- Shawnee Wakeman
Shawnee.wakeman@uncc.edu
- Robert Pennington rpennin7@uncc.edu
- Alicia Saunders A.Saunders@uncc.edu
- Brett Cerrato bcerrato@uncc.edu

