PROJECT IMPACT

January 2021

WHY TEACH LITERACY?

- The goal of learning for all students including those with significant cognitive disabilities (extensive support needs; ESN) 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 students may learn to read, all should have the opportunity to learn to access, understand, and produce text

GLASS CEILINGS

- Historically, our efforts solely focused on teaching a limited set of "functional 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 THEM

- 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.

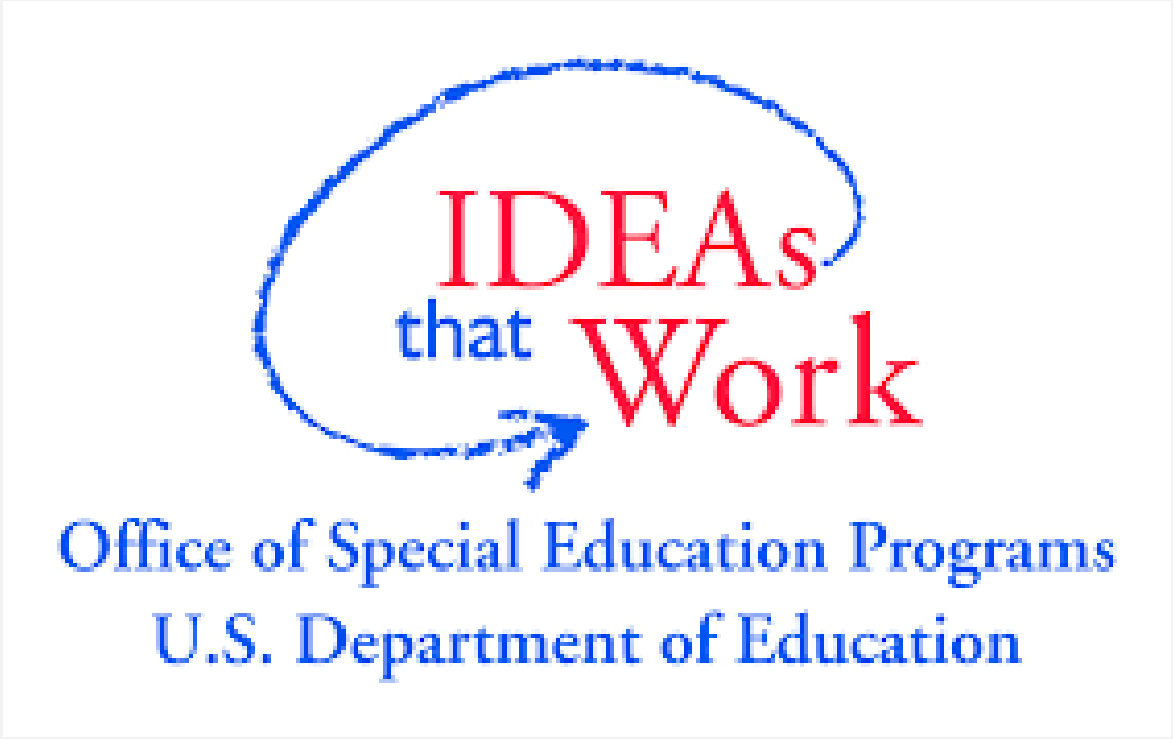
CURRENT BARRIERS

- There has been difficulty scaling up literacy practices for students with ESN
- Variation in teacher preparation
- Disagreement on best practices
- A need for additional research

PROJECT IMPACT

- Inclusion Made Practical for All Children and Teachers (IMPACT)
- Three year project, started January 1, 2019
- UNC Charlotte and Charlotte-Mecklenburg Schools Partnership
- Home | Project Impact | UNC Charlotte is our website

MODEL DEMONSTRATION PROJECT
FUNDED BY OSEP



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 WEBSITE: PROJECTIMPACT.UNCC.EDU

UNC CHARLOTTE **PROJECT IMPACT**

HOME | RESOURCES | ABOUT US

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 (3 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 RBPs 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 EBPs.

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 EBPs 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 for 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 coachees 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 adapted 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 the 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.

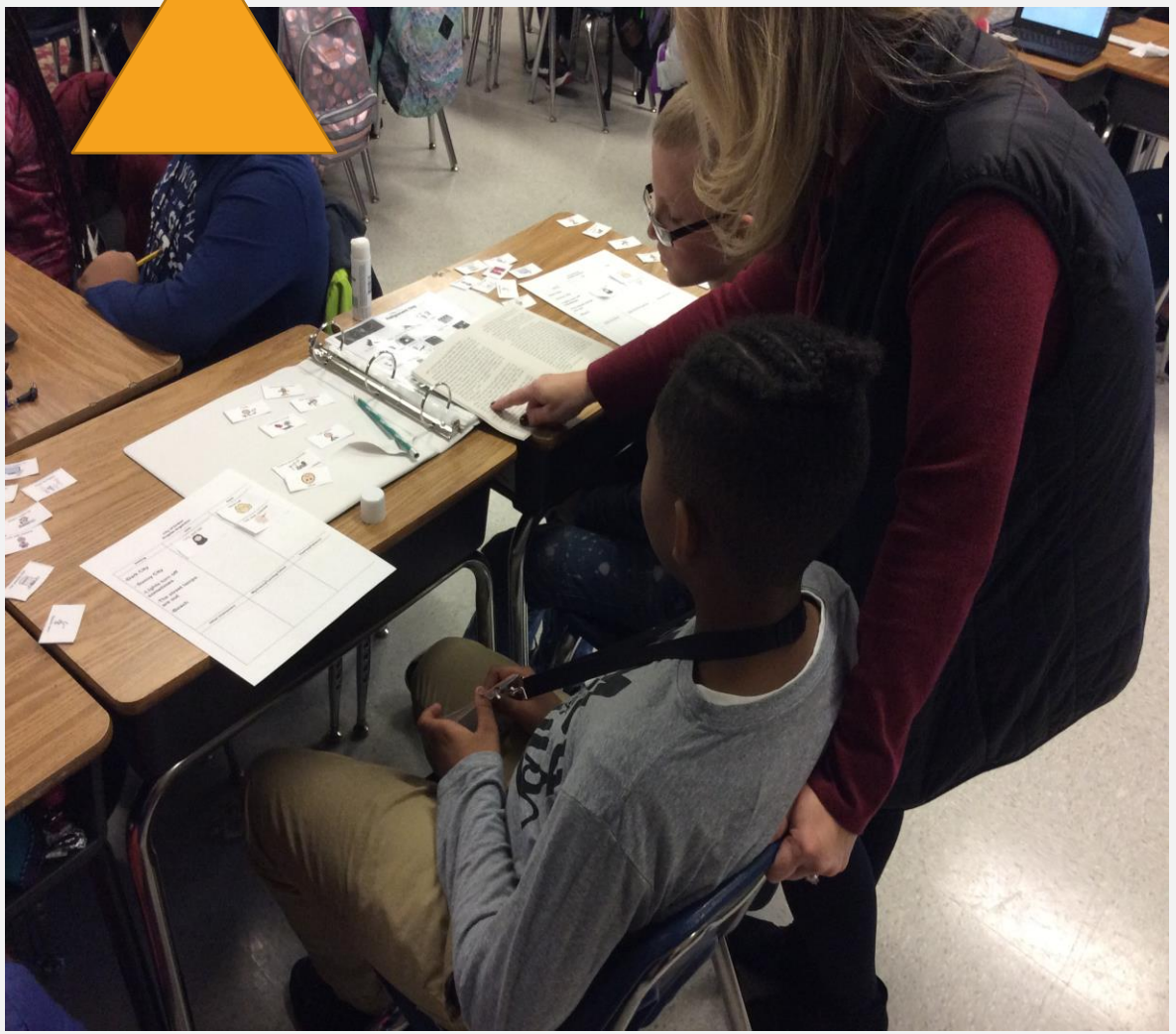
- Across the project we will support 3 elementary and 2 middle schools for two academic years. 10 total schools within project. At least one triad from each school (Gen ed teacher, SPED teacher, paraprofessional)
  - In Year 1, we recruited seven special education teachers, 5 paraprofessionals, 5 general education teachers
- PLC format across schools. PLC 1 in year 1; PLC 2 for replication in year 2
  - PLC Year 1 used two configurations depending upon the training- one was location (3 schools in North Charlotte, 2 schools in South Charlotte)- other was grade band (elementary, middle)
- All training occurred either after school, during planning in a school, or online
- Teachers/Paras were paid

INTERVENTION PACKAGE OVERVIEW

- Phase 1: Train teachers to implement scripted curriculum, including response prompting strategies
  - Behavior Skills Training
  - Ongoing Coaching
- Phase 2: Support special & general education co-planning of inclusive lessons
- Phase 3: Train peers as supports in inclusive classroom
- Year 2: Develop teachers as coaches for new cohorts

TIMELINE

- Original Plan:
- Up to 15 weeks: Phase 1, coaching & feedback (segregated classes, scripted curriculum, EBP)
- 8-10 weeks: Phase 2, coaching & feedback (continue curriculum & gen ed texts in segregated classes, co-designed lessons, inclusion up to 3 students in gen ed class)
- 4 weeks: Phase 3 coaching & feedback (continue curriculum & gen ed texts in segregated classes, co-designed lessons, peer training as support for students with disabilities in gen ed)
- Summer: Post training analysis, revisions



TRAINING

- Early lessons centered around published curricula
  - Teaching to the Standards ELA for middle school and English Language Arts Grades 3-5 (brand new)- given to SPED teachers
- Provided several trainings in PLCs
  - 1a. Systematic Instruction (everyone)
  - 1b. Implement published curriculum (SPED, para)
  - 1c. Progress Monitoring (SPED, para)
  - 2a. Adapt grade aligned lessons (Gen, SPED)
  - 2b. Inclusive lesson plan implementation (Gen, SPED)
  - 2c. Data-based decision making (Gen, SPED)
  - 3a. Peer supports training (Gen, SPED, para)

INITIAL TRAINING

- Two-day workshop
  - Grant purposes
  - Best practices in literacy instruction for students with ESN
  - Big concepts in systematic instruction
  - Response prompting and instructional strategies
  - Published curricula
    - Review, seek and find, model, rehearsal with feedback

CHAPTER 12

A Big Decision

Mom said the owners of the house we rented from

were moving back soon. We had a decision to make.

Did we want to stay in Princeton or move back to

New York City?

The Hatcher family had to make a decision.

Dad voted for the city. He was going back to work

because he wasn't a good writer. Mom voted for the city.

Present a script

BEHAVIORAL SKILLS TRAINING

Model

Rehearsal & Feedback

(We provided an opportunity to practice with feedback)

BEHAVIORAL SKILLS TRAINING

[Phase I Materials | Project Impact | UNC Charlotte]

Project IMPACT: Story-based/Literature Lessons Procedural Fidelity

Participant: Date: Novel: Chap: Group type(circle): *whole (≥6) small(≤5)* Observer:

Vocab Instruct Code	1) Student name			2) Student name			3) Student name			**Coaching Notes:**
***WO**-Word and 0-second delay* ***W5**-Word and 5-second delay* ***D0**-Definition and 0-second delay* ***D5**-Definition and 5-second delay* **√** = correct **X** = incorrect/skipped **A**-Attention Cue **S**-Stimulus **P**-Prompt **F**-Feedback										ASPF
										ASPF
										ASPF
										ASPF

Repeat Storyline			M	L	T	T	Coaching Notes
1.	A	w *I*	*w* L1	*w* L2	*w* L3	F RS	TP
2.	A	w *I*	*w* L1	*w* L2	*w* L3	F RS	TP
3.	A	w *I*	*w* L1	*w* L2	*w* L3	F RS	TP
4.	A	w *I*	*w* L1	*w* L2	*w* L3	F RS	TP
5.	A	w *I*	*w* L1	*w* L2	*w* L3	F RS	TP
6.	A	w *I*	*w* L1	*w* L2	*w* L3	F RS	TP
7.	A	w *I*	*w* L1	*w* L2	*w* L3	F RS	TP
8.	A	w *I*	*w* L1	*w* L2	*w* L3	F RS	TP
9.	A	w *I*	*w* L1	*w* L2	*w* L3	F RS	TP
10.	A	w *I*	*w* L1	*w* L2	*w* L3	F RS	TP
11.	A	w *I*	*w* L1	*w* L2	*w* L3	F RS	TP
12.	A	w *I*	*w* L1	*w* L2	*w* L3	F RS	TP
13.	A	w *I*	*w* L1	*w* L2	*w* L3	F RS	TP
14.	A	w *I*	*w* L1	*w* L2	*w* L3	F RS	TP
Totals							

A-Attention Cue **L1** to **L4**-SLP **F**-Feedback provided **RS**-Reading Support (e.g. AAC) **√** = objective correct **X** = incorrect/skipped TP = step not applicable
I-independent ans *w*-appropriate wait time used L1-Nonspecific verbal prompt L2-Direct verbal prompt L3-Model prompt – point to answer in text
LIT-Literal Recall **INF**-Inferential **P**-Prediction **VOC**-Vocabulary **PRO**-Problem **SOL**-Solution **CHAR**-Character **SET**-Setting **SEQ**-Sequence **MI**-Main Idea **SUM**-Summarize **CT**-Character Trait

ONGOING COACHING

- Scheduled observations
- Reviewed goal related to targeted EBP
- Post-observation conference
  - Provided opportunities to rehearse targeted areas
  - Established new goals

Coaching Form

Educator _____ **Date** _____ **Time**_____

Type of coaching meeting:	Student Grouping	Coaching Method	
O In Person	O Whole Group (6+)	O Real time feedback	O Coach Models
O Video Call	O Small Group (3-5)	O Observation only	O Video reflection
O Phone Call	O Dyad (2-3)	O Meet after lesson	O Other_____

Observation Target:

O CTD	O Lesson flow	O Co-teaching	O Wait time	O Data collection
O Class routine	O SLP	O Student support	O Student engage	O Feedback
O Behavior manage	O Comm supports	O Material prep	O Supervise staff	O Content align
O Room organization/structure		O Other_____		

Observation Notes about Fidelity:

Action step from last coaching session:

Actual Outcome (%)

%

Strengths displayed during lesson:

Areas for growth:

Additional notes about lesson:

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

Action Step:

Instructor's next steps:	O Observe peer teach	O Plan with peer	O Watch reference videos
O Peer observes and provides feedback	O Practice with peer/roleplay	O Other_____	

Coach's next steps:

TRAINING 2: PLANNING FOR GEN ED

- We conducted a 2-hour training with teams (special education, general education, para)
  - Introduced co-planning template
  - Used guided practice
  - Provided opportunities co-planning
- Asked teachers to meet at least 4 times to plan 8 lessons (two sped, two gen ed)
- Students with disabilities attended general education classrooms
- We continued coaching supports

[Phase 2 Materials | Project Impact | UNC Charlotte]

PHASE 2 MATERIALS

RESOURCES

- Training Materials
- Phase 1 Materials
- Phase 2 Materials
  - Literacy Lesson Plan Skeltons
  - Adapted Novels
- Phase 3 Materials
- Instructional Videos
- Conference Materials

Unit Overview-Co-planning tool

The goal of the Unit Overview is to highlight the core pieces of either general education lessons in order to create a coinciding scope and sequence timeline to take place in special education. When a section on the template is completed, an inclusion team should be able to analyze the **standards, text, lesson concepts, process/tools/protocols, key vocabulary,** and **questions/opportunities to respond.** Using the information, lessons can be created to take place in the special education classroom that prepares the students for inclusion by teaching and repeating protocols with the adapted novel their peers are using in general education.

The tool can also be used to map out a unit and lessons for any class setting.

Lesson Plan Template

The lesson plan template is designed to communicate the lesson objectives as state standards, over arching priority concept (e.g., main idea or character traits), and a single day goal in the form of an "I can... " statement. The target product along with variations per student's ability or access level is included next. The LP directs the planner to identify what data will be collected and to check that it matches the lesson objective and product. Vocabulary that the students will experience in the text (e.g., house or bowl) as well as lesson specific vocabulary (e.g., character, summary, or trait) is identified along with definitions. The LP template also has suggested options for tools and strategies to incorporate along with space for unique ideas. Finally the LP offers a Mapping area for the teacher to include the details of their lesson.

Samples of various ways to complete the Mapping area can be found in the pre-generated lesson plans below.

Pre-Generated Lesson Plans

Based on the Unit overview, the special education teacher should incorporate the students' same-aged peers' **text, applicable lesson concepts, process/tools/protocols, similar question types/opportunities to respond,** and **key vocabulary.** The Lesson Plan Skeletons are resources that can be used with a variety of texts in a variety of subject matters. The lesson plans contain the priority concept, daily objective, standards, product suggestion, content specific repeated line, content-specific vocabulary, EBPs that are and could be utilized, and a fill-in-the-blank script to teach a protocol they will be exposed to in the inclusion setting. The standards used in special education would continue to be addressed through these lessons while pacing in a way that promotes inclusion opportunities. As more protocols and priority concepts (e.g., summarizing, character traits, etc) are taught in special education, the more activities in the general education classroom the student will be prepared to participate in the general education setting.

Lesson Fidelity Sheet

The Phase 2 Fidelity form is meant to be used to track that all lesson plan and planning components have been addressed by the teaching pair. Ongoing coaching will be taking place so the fidelity sheet will assist in driving the coaching discussions.
The tool will show if the 'action' was completed, not completed, not applicable. Also, the observer will note a positive teacher action and a potential area of growth for each action. Any areas that are marked 'no' will be addressed in direct coaching or through the teacher's planning time.
Descriptions of each 'action' are in a key on the 2nd-3rd pages.

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Adapted Novels

To assist in active participation with their same-aged peers' novel, Adapted Novels were developed and written with the following goals in mind: challenging vocabulary words in the story that students would experience in the inclusion setting. Provided context to help a student learn words just using their adapted text. Remain true to the story by refraining from overly summarizing and maintaining the 'flow/essence' of a story. Natural dialogue

Peter Pan, City of Ember, The Boy who Harnessed the Wind

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. • 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. Click or tap here to enter text.	

Method – Learning Plan	
Story and Content Vocabulary: • Word : Definition • Word : Definition	• Word : Definition • Word : Definition • Word : Definition
Suggested Strategies and Tools for Instruction: ☐ System of least prompts for comprehension ☐ Graphic organizer ☐ Technology-aided instruction: _____ ☐ Response cards needed: _____ ☐ Communication Board(s): _____ ☐ Word bank ☐ Sentence Starters	☐ 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	Materials Needed
Outline Process	Outline: Where and when products/tools are used? Who is responsible for delivering the various strategies? Where opportunities to respond will take place?

INCLUSION

OUTCOMES MEASURES

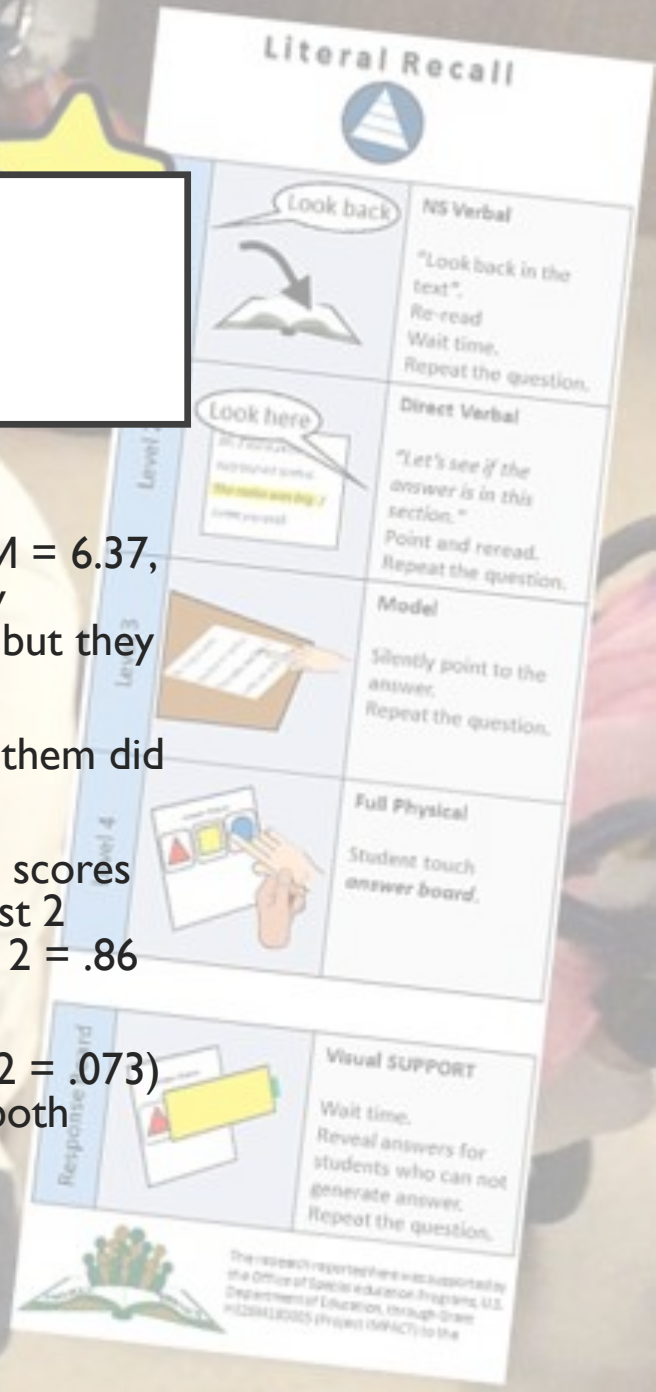
- Pre-post test measures of comprehension
- Teacher measures fidelity of implementation
- Focus group feedback
- Qualitative measures of goal alignment to state standards

YEAR 1 DATA PHASE 1

- **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 PHASE II

- Students' made statistically significant gains in literacy performance from (*M* = 6.37, *SD* = .55) to posttest 1 (*M* = 7.73, *SD* = .4). Students' made gains in literacy performance from posttest 1 to posttest 2 posttest 2 (*M* = 8.47, *SD* = .44), but they were not significantly higher than their posttest 1 scores.
- Out of 33 students, 17 students participated in inclusion lessons and 16 of them did not.
- The difference between students who were in inclusion lessons' posttest 2 scores (M=9.38, SD=2.31) and students who were not in inclusion lessons' posttest 2 scores (M= 7.47, SD=2.15) was statistically significant $t_{(33)}$ =2.45, *p*= .02, h 2 = .86 (large effect size).
- The main effect of school level is not significant (*F (1,28) = 2.22, p=.148,* h 2 = .073) indicating no difference among elementary and middle school students as both groups made significant progress pretest to posttest.



FOCUS GROUP FEEDBACK

- After Phase 1:
- *What is one take away that will impact your practice as a result of participating in the project so far?*
  - - I can definitely apply these techniques in my classroom in other subjects as well. Transferable.
  - - Students love the chapter books and reading. Students are motivated to participate group reading. We have had students that normally refuse to work who now want to participate in the lessons.
  - - Since students are so engaged, I want to do more activities about reading. "It challenges me to challenge my students"

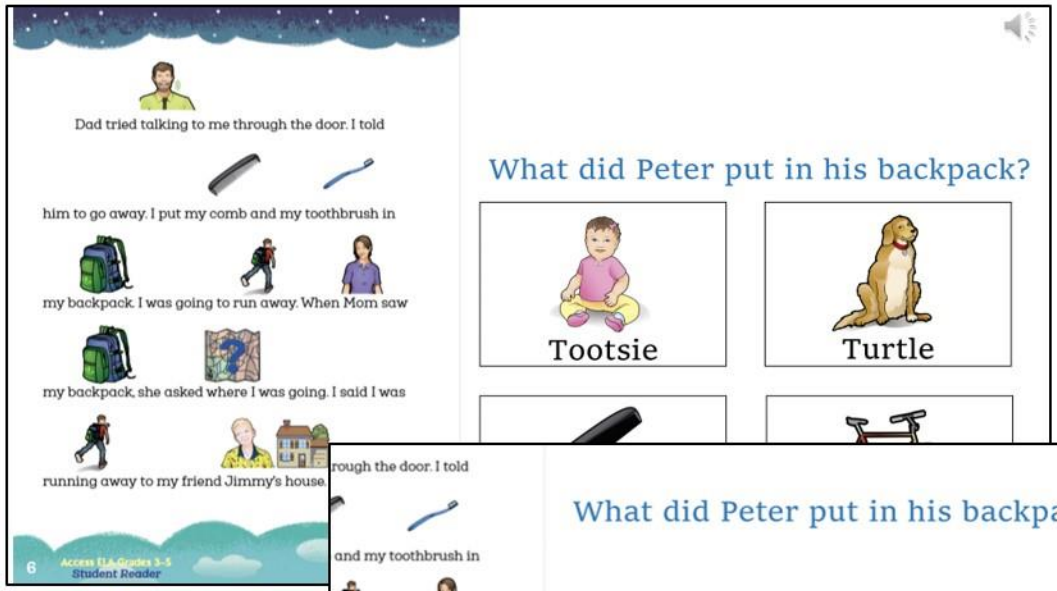
FOCUS GROUP FEEDBACK

- After Phase II:
- *What strategies worked when conducting lessons in the gen ed classroom? Why?*
  - Visuals, vocabulary mapping, GIST (answer five W questions and summarize it), experience hearing how other students answer the questions, hand signals for different parts of the lesson and alter student behavior, highlighting the vocabulary words, repeated story line (prompting), picture response cards, graphic organizers, turn and talk work for some students (more about this below), when gen ed teachers can have sped lesson plans in advance.
  - Both gen ed and sped love co-teaching; helped general education to understand the special education. General education was main instructor and special ed teachers monitored to help both gen ed and sped students as needed. Tag team approach.
- *What strategies did not work when planning lessons with both sped and gen ed teachers? Why not?*
  - Turn and talk does not work for every student. Some do not have needed communication and/or social skills.
  - Challenges: Trouble finding the time to meet is number 1 challenge. Staff shortage is another difficulty. Some teachers not physically near each other so tougher to meet. Would like time built into the day to meet and plan and debrief.

YEAR 2- CHANGES

- Online modules for training
- Online tool for chapters and system of least prompting (see next slide)
- Online observations using GoReact for coaching
- Online and in person instruction
  - One classroom is in person (this just changed); one is online
- One school- two teachers [one from Year 1 and one new teacher]
  - Plan to check maintenance for Year 1 teacher
  - Considering Zoom inclusion for students in face to face instruction with Year 1 teacher

Dad tried talking to me through the door. I told
him to go away. I put my comb and my toothbrush in
my backpack. I was going to run away. When Mom saw
my backpack, she asked where I was going. I said I was
running away to my friend Jimmy's house. Mom said it
6
Access ELA Grades 3-5
Student Reader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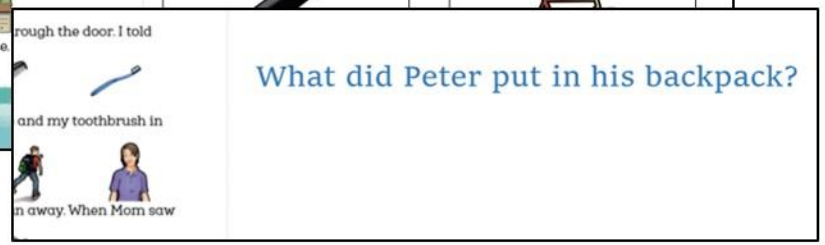
6
Access ELA Grades 3-5
Student Reader
What did Peter put in his backpack?
Tootsie
Turtle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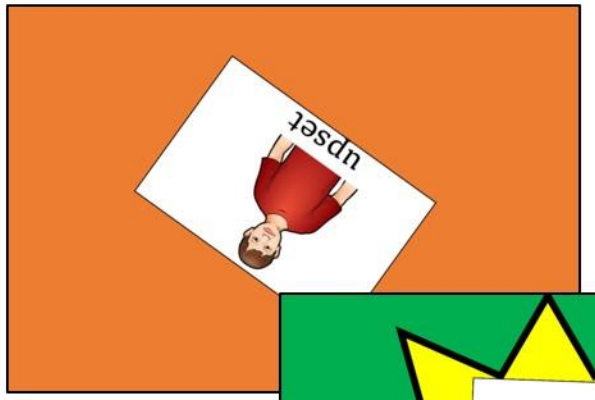
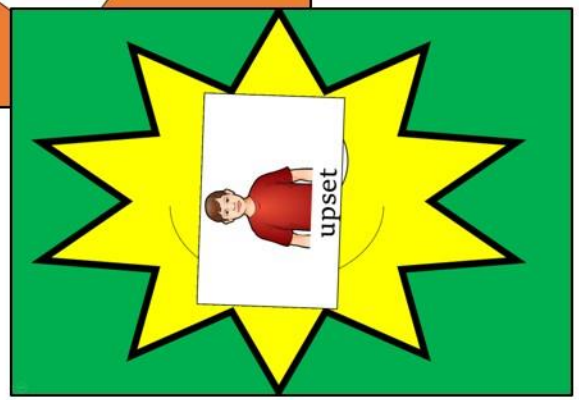

upset


upset

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Access ELA Grades 3-5
Student Reader

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running away to my friend J
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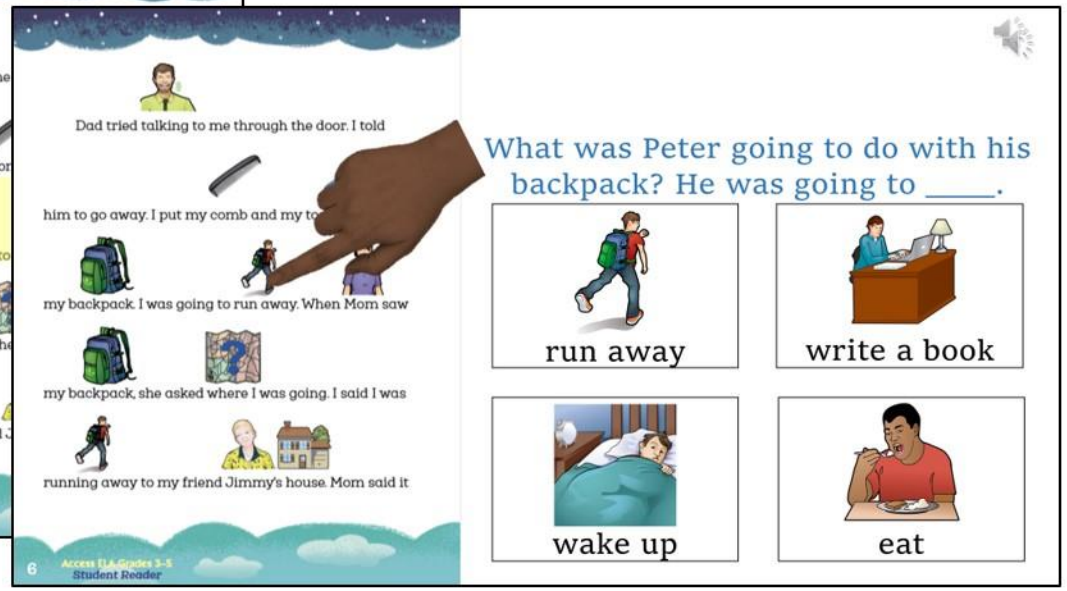
Access ELA Grades 3-5
Student Reader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6
Access ELA Grades 3-5
Student Reader
What was Peter going to do with his backpack? He was going to ____.
run away
write a book
wake up
eat

Dad tried talking to me through the door. I told
him to go away. I put my comb and my toothbrush in
my backpack. I was going to run away. When Mom saw
my backpack, she asked where I was going. I said I was
running away to my friend Jimmy's house. Mom said it
6
Access ELA Grades 3-5
Student Reader

Read
together

going to run away to.
Peter's mom was having another baby.
Peter was upset.
Fudge wanted to see the new baby. But Mom said

QUESTIONS?

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- Brett Cerrato bcerrato@uncc.edu