General Curriculum Access
Overview

Diane M. Browder
Melissa E. Hudson
General Curriculum Access Includes...

- **Context**
  - General Education

- **Content**
  - Academic content that all students learn

- **Learning**
  - Progress on achieving content standards

Thinking about the Context

- **Goal**: Students with severe disabilities learn general curriculum content with typical peers in general education class using any needed supports.

- **Reality**: Most special education teachers of students with severe disabilities provide services in self-contained classrooms. Teachers can-
  - Develop strategies for inclusive instruction
  - Build capacity to provide academic content instruction in whatever setting student is served
Thinking about the Content: Standards

• Standards define the outcomes all students should achieve in their educational program

• Recommended by curricular societies and other national committees

• Developed and adopted by states
  – Defined for each content area
  – Defined by grade level

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Common Core State Standards

- Developed by a consortia of states
  - Currently available in English Language Arts and Mathematics
  - Have been adopted by nearly all states
  - www.commoncore.org

- And in Idaho-
  - Approved by State Board of Education in November, 2010; state legislature review January 2011
  - Remember: only have CCSS in ELA and math; states continue to develop standards in other areas

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Common Core in ELA

• **Reading:** Standards for Literature
  – Key ideas and details
  – Craft and structure
  – Integration of knowledge and ideas
  – Range of reading/level of text comprehension

• **Reading:** Standards for Informational Text
  – Same subcategories as above
Common Core in ELA (continued)

• **Reading:** Foundational Skills (only K-5)
  – Print concepts, phonological awareness, phonics and word recognition, fluency

• **Writing**
  – text and type of purpose, production and distribution of knowledge, research to build and present knowledge, range of writing
Common Core in ELA (continued)

• **Speaking and Listening**: communication & collaboration; presentation of knowledge & ideas

• **Conventions of Language**: conventions of standard English, knowledge of language, vocabulary acquisition and use
Common Core: 6-8 Math

• Counting & cardinality (K only)
• Operations and algebraic thinking (K-5)
• Numbers and operations in base 10 (K-5)
• Numbers and operations fractions (3-5)
• Measurement and data (K-5)
• Geometry (K-8)
• Ratios and proportional relationships (6-8)
Common Core Math: 6-8 (continued)

• The number system (6-8)
• Expressions and equations (6-8)
• Statistics and probability (6-8)
• Functions (8)
Common Core Math: 9-12

- Numbers and quantity
- Algebra
- Functions
- Modeling
- Geometry
- Statistics & probability

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National Science Education Standards

1. Science as inquiry
2. Physical science
3. Life science
4. Earth and space science
5. Science and technology
6. Science in personal and social perspectives
7. History and nature of science


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Social Studies (NCSS)

- DISCIPLINARY STANDARDS
  history, geography, civics and government, economics, and psychology

- THEMES
  culture; time, continuity, and change; people, places, and environments; individual development and identity; individuals, groups, and institutions; power, authority, and governance; production, distribution, and consumption; science, technology, and society; global connections; and civic ideals and practices

http://www.socialstudies.org/standards/introduction

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Get to Know Your State Standards!

• https://www.sde.idaho.gov/sit/content_standards/

Diane Browder & Melissa Hudson, 2011
Directions

• Translating grade level content standards for students with significant cognitive disabilities who participate in AA-AAS

• NEW: Two national consortia groups are working on extending the Common Core State Standards.
  – National Center on Education Outcomes (UNC Charlotte working with this group)
  – University of Kansas

• IDAHO EXAMPLE:
  Extended Standard 1: Students in Grade 7 read, write, compare, order, and place on a number line: positive and negative whole numbers, fractions, and decimals. With or without the use of a calculator, students solve problems with simple decimals, fractions, and percents and evaluate numerical expressions using the order of operations with whole numbers. Students determine when estimation is appropriate.

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Changing Curricular Context for Students with Significant Disabilities

- **Early 1970s**
  - Adapting infant/early childhood curriculum for students with significant disabilities of all ages

- **1980s**
  - Rejected “developmental model”
  - Functional, life skills curriculum emerged

- **1990s**
  - Also: social inclusion focus
  - Also: self determination focus

- **2000**
  - General curriculum access (academic content)
  - Plus earlier priorities
  - Alternate Assessment

- **2010**
  - Common Core State Standards & new AA
What is a Standards-Based IEP?

- An IEP developed through planning based on the student’s grade level standards (or grade level alternate achievement standards)
- Strengths and needs based on standards
- Planning process should identify ways to close the gap between current performance and grade-level expectations
A Standards-Based IEP

What it is

• An IEP that incorporates grade level appropriate academic goals based on state standards or alternate achievement standards

What it is NOT

• An IEP that is focused solely on academic standards
• A generic IEP that does not meet the individual needs of the student
• A list of every standard

Always consider long range goals:
The criterion of ultimate functioning
We Can Balance Priorities

Academic Content Standards

Other Priorities: Functional life skills, therapy, social skills

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Let’s Think about Learning

Evidence-based practice
• Using effective, research based strategies to promote learning
Evidence-Based Practices

Systematic Prompting with Reinforcement

- Least intrusive prompting
- Time delay

Defining Responses as

- Discrete responses
- Task analysis

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Emerging Practices

• Embedding instruction in a general education lesson
• Universal design of learning
• Applying assistive technology for academic learning
• Using read alouds to create a context for learning
  – Adapting grade level text
Why Academic Content?

• Full educational opportunity
• We do not know what students can learn until we provide effective instruction
• Promote job and other community opportunities (more options with academic skills)
• Promote hobbies and personal interests

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What about students like Michael?

Michael has many challenges

• Quadriplegic with only slight strength/movement in one forearm
• Legally blind
• No current symbolic communication system
• Does not show consistent responses

Where to begin

• Find a response mode
• Use AT for symbols but also nonsymbolic communication
• Use all students abilities (e.g., for Michael-sense of smell, hearing, feeling)
• Begin with animated read alouds with sensory input and surprises

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And why students like Michael?

Teaching Academic Content

• Least dangerous assumption; we do not know what Michael perceives because he cannot yet tell or show us

• Enriching Michael’s world with new experiences and knowledge

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Next: Examples from our Work in Area Schools

• Adapting Text
• Student Response Boards
• Prompting Systems for Academic Content
• Graphic organizers
• Data collections systems
• Embedding instruction in general math class

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Adapting grade level text

1. Plan collaboratively with general education teacher, teaching assistants, and related service professionals

2. Ask:
   a. What do I want the students to learn (i.e., learning target)?
   b. What materials do I need?
   c. How will I teach (i.e., method)?
   d. How will I assess student learning?
Adapting grade level text

3. Look for ways to promote:

a. Self-determination

b. Self-management

c. Cognitive learning strategies (i.e., learning to learn skills)
Examples of Accessed Academic Content

- 6th Grade English Language Arts
- 4th Grade Science and Social Studies
- 5th Grade Math
First Example: 6th Grade ELA

The “Biography” study (Mims, Hudson, & Browder, 2010, under review)

6th Grade The Language of Literature, McDougall Littell

6th Grade Elements of Literature, First Course; Holt, Rinehart, and Winston On-line textbook

Diane Browder & Melissa Hudson, 2011
The “Biography” Study

1. What we wanted students to learn:
   • Text-dependent listening comprehension skills
   • Rules for answering “WH” questions
   • How to use a graphic organizer

2. What materials we needed:
   • Grade-level adapted non-fiction biographies
   • Response options for students to show what they know
   • 10-comprehension questions developed for each biography
   • Rules for answering “WH” questions
   • A graphic organizer for the sequence questions

Mims, P.J., Hudson, M.E., & Browder, D.M (In submission). Using shared stories and biographies to promote comprehension with students with moderate and severe developmental disabilities.
The “Biography” Study

3. How we taught:
   • SLP modified by adding a rule for answering “WH” questions in the first prompt and an opportunity to hear the text again in the first and second prompts
   • Shared story reading (first to use non-fiction)
   • Separate setting in 1 to 1 teaching format

4. How learning was assessed:
   • Number of independent responses were graphed
   • Level of prompt given was recorded
   • Average percentage of correct independent responses on new untrained biographies (to measure generalization)

Mims, P.J., Hudson, M.E., & Browder, D.M (In submission). Using shared stories and biographies to promote comprehension with students with moderate and severe developmental disabilities.
5 Biographies from 6th Grade Literature Curriculum

Matthew Henson

Harriet Tubman

John Brown

Gary Paulsen

Amelia Earhart

Mims, P.J., Hudson, M.E., & Browder, D.M (In submission). *Using shared stories and biographies to promote comprehension with students with moderate and severe developmental disabilities.*
Adaptations to Original Biographies

• Text summarized for “big ideas”
• Length limited to 10-11 pages
• Key words paired with picture symbols (WWS)
• 11 comprehension questions (i.e., 8 “WH” questions and 3 sequence questions)
• Four response options for each question
• Organized in a notebook; cost was approximately $150.00 for 5 adapted books and response options

Mims, P.J., Hudson, M.E., & Browder, D.M (In submission). Using shared stories and biographies to promote comprehension with students with moderate and severe developmental disabilities.
Student Response Options

• Four response options per question
• Students responded expressively or receptively
• To assess comprehension skills (and not matching), all picture symbols on the response options were also on the page
• Response options were laminated and arranged on page protectors with velcro dots and stored in a 3-ring binder
• For instruction, the binder was elevated on the table with a table-top easel

Why did the brothers follow Harriet?

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5 Kinds of “WH” Questions

• “What” (e.g., What did father ask his children to do? John Brown)
• “Who” (e.g., Who asked Matthew to study? Matthew Henson)
• “Why” (e.g., Why did the dogs have to work hard? Gary Paulsen)
5 Kinds of “WH” Questions

• “When” (e.g., When would Harriet be sent south? Harriet Tubman)
• “Where” (e.g., Where did Amelia land her plane? Amelia Earhart)

Mims, P.J., Hudson, M.E., & Browder, D.M (In submission). Using shared stories and biographies to promote comprehension with students with moderate and severe developmental disabilities.
Robert E. Peary was born in Cresdon, Pennsylvania, in 1856 but was raised in Maine, where his mother had returned after his father’s death in 1859. After graduating from Bowdoin College, Peary worked as a surveyor for four years and in 1881 joined the navy’s Corps of Civil Engineers. The result of his travels for the navy and of his reading was an ardent desire for adventure. “I shall not be satisfied,” Peary wrote to his mother, “until my name is known from one end of the earth to the other.” This was a goal Matthew Henson could understand. As he later said, “I recognized in Peary the qualities that made me willing to engage myself in his service.” In November 1887, Henson and Peary set sail for Nicaragua along with forty-five other engineers and a hundred black Jamaicans. Peary’s job was to study the feasibility of digging a canal across Nicaragua (that canal that would later be dug across the isthmus of Panama). The survey took until June of 1888, when the surveying party headed back to the United States. Henson knew he had done a good job for Peary, but even as they started north, Peary said nothing to him about continuing on as his servant. It was a great surprise, then, when one day Peary approached Henson with a proposition. He wanted to try to raise money for an expedition to the Arctic, and he wanted Henson to accompany him. Henson quickly accepted, saying he would go whether Peary could pay him or not.

It was in June, 1889, that I started on my first trip to the Arctic regions, as a member of what was known as the “North Greenland Expedition.” Matthew Henson later wrote. So began the first of five expeditions on which Henson would accompany Peary. During this first trip to Greenland, on a ship named Kie, Peary discovered how valuable Henson was to any expedition. He reported that Henson was able to establish “a friendly relationship with the Eskimos, who believed him to be somehow related to them because of his brown skin . . .” Peary’s expedition was also greatly aided by Henson’s expert handling of the Eskimos, dogs, and equipment. Henson also hunted with the Eskimos for meat for the expedition and cooked under the supervision of Josephine Peary, Robert’s wife. On the expedition’s return to New York, September 24, 1892, Peary wrote, “Henson, my faithful colored boy, a hard worker and 1114 at anything, . . . showed himself . . . the equal of others in the party.” This first expedition to the Arctic led to several others, but it was with the 1905

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1. Start with grade level text. This is a page from, “Matthew Henson at the Top of the World”.

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Mims, P.J., Hudson, M.E., & Browder, D.M (In submission). *Using shared stories and biographies to promote comprehension with students with moderate and severe developmental disabilities.*
Example of adapted text from *Matthew Henson*

2. Summarize the “big ideas” of the passage.

Matthew was very friendly, very smart, and worked very hard. The Eskimos liked him because he had dark skin like theirs. He was good at handling the dogs and equipment and he hunted meat for them to eat.

3. Pair key words with picture symbols.

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System of Least Intrusive Prompts

• Improve text dependent listening comprehension
  a. Delivered by interventionist (Doctoral student)
  b. Traditional prompt levels (i.e., verbal, model, physical) modified to include a general reread and a rule for answering “WH” questions in the first prompt (verbal) and a targeted reread prompt in the second prompt (model)

Mims, P. J., Hudson, M. E., & Browder, D. M (In submission). Using shared stories and biographies to promote comprehension with students with moderate and severe developmental disabilities.
System of Least Intrusive Prompts

• **Verbal** – State “WH” question rule and general reread prompt (i.e., *When you hear “why” listen for “because”* while pointing to the rule on graphic organizer)

• **Model** – targeted reread and model correct response (i.e., interventionist modeled selecting the correct response option)

• **Physical** - interventionist pointed to the correct response option and prompted student to do the same (i.e., *This is the answer. Now, your turn*).

• **Errors** were interrupted and the next intrusive prompt was given

Mims, P. J., Hudson, M. E., & Browder, D. M (In submission). *Using shared stories and biographies to promote comprehension with students with moderate and severe developmental disabilities.*
Rules for Answering “WH” Questions

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A rule for answering “WH” questions was inserted into the first level prompt.

Mims, P. J., Hudson, M. E., & Browder, D. M (In submission). *Using shared stories and biographies to promote comprehension with students with moderate and severe developmental disabilities.*
After listening to a passage, students selected one of four response options to answer the sequence questions, “What came first?, What came next?, What came last?, then used a graphic organizer to organize their answers.

Mims, P. J., Hudson, M. E., & Browder, D. M (In submission). Using shared stories and biographies to promote comprehension with students with moderate and severe developmental disabilities.
Graphic Organizers

Here’s an example from Amelia Earhart - “First, the manifold was vibrating badly. When I turned on the reserve fuel tanks, the gauge was leaking. Next, I needed to land very soon. I looked for a good place. Last, I turned the plan toward Ireland. Because I had been flying in the dark, I thought I might be off-course, but Ireland was right in front of me.”

What came first?

Mims, P. J., Hudson, M. E., & Browder, D. M (In submission). Using shared stories and biographies to promote comprehension with students with moderate and severe developmental disabilities.
Graphic Organizers

Flames were coming from the engine.

Next

Last

What came next?

Mims, P. J., Hudson, M. E., & Browder, D. M (In submission). *Using shared stories and biographies to promote comprehension with students with moderate and severe developmental disabilities.*
Flames were coming from the engine. I needed to land very soon. What came last?

Mims, P. J., Hudson, M. E., & Browder, D. M (In submission). Using shared stories and biographies to promote comprehension with students with moderate and severe developmental disabilities.
Flames were coming from the engine. I needed to land very soon. I turned the plane toward Ireland.

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**System of Least Intrusive Prompts Strategy**

**Key:**

-独立 (+)
-言语 (V)
-模型 (M)
-物理 (P)

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System of Least Prompts Strategy Key: + = independent  V = verbal  M = model  P = physical

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<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

**System of Least Intrusive Prompts Strategy Key:**

- ✓ = Independent
- V = Verbal
- M = Model
- P = Physical

The number of independent responses is **“4”**

Mims, P. J., Hudson, M. E., & Browder, D. M (In submission). *Using shared stories and biographies to promote comprehension with students with moderate and severe developmental disabilities.*
## Data Collection

<table>
<thead>
<tr>
<th>Participant ID:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interventionist:</td>
<td>Session Length:</td>
</tr>
<tr>
<td>Biography:</td>
<td>System of Least Intrusive Prompts</td>
</tr>
<tr>
<td>Comprehension Questions:</td>
<td>+</td>
</tr>
<tr>
<td>1st Question</td>
<td>+</td>
</tr>
<tr>
<td>2nd Question</td>
<td>+</td>
</tr>
<tr>
<td>3rd Question</td>
<td>+</td>
</tr>
<tr>
<td>4th Question</td>
<td>+</td>
</tr>
<tr>
<td>5th Question</td>
<td>+</td>
</tr>
<tr>
<td>6th Question</td>
<td>+</td>
</tr>
<tr>
<td>7th Question</td>
<td>+</td>
</tr>
<tr>
<td>8th Question</td>
<td>+</td>
</tr>
<tr>
<td>9th Question</td>
<td>+</td>
</tr>
<tr>
<td>10th Question</td>
<td>+</td>
</tr>
<tr>
<td>11th Question</td>
<td>+</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

System of Least Prompts Strategy Key: + = independent, V = verbal, M = model, P = physical

Mims, P. J., Hudson, M. E., & Browder, D. M (In submission). Using shared stories and biographies to promote comprehension with students with moderate and severe developmental disabilities.
Graphed Student Data

Mims, P. J., Hudson, M. E., & Browder, D. M (In submission). *Using shared stories and biographies to promote comprehension with students with moderate and severe developmental disabilities.*
Graphed Student Data

Given accessible text, one student showed she could read far better than previously demonstrated.

Mims, P. J., Hudson, M. E., & Browder, D. M (In submission). Using shared stories and biographies to promote comprehension with students with moderate and severe developmental disabilities.
Second Example: 4th Grade Science and Social Studies

The "Peer-delivered" study (Hudson, Browder, & Jimenez, current)

4th Grade Science Curriculum for North Carolina, MacMillan McGraw-Hill

4th Grade Social Studies, Horizons North Carolina, Harcourt

Diane Browder & Melissa Hudson, 2011
Collaboration with General Education Teacher

- Planned timing of curriculum
- Selected peer-buddies
- Obtained permission for all students (peer buddies, peers)
- Provided copies of text books and pacing guides
- On-going, daily discussion of study

Diane Browder & Melissa Hudson, 2011
The “Peer-delivered” Study

1. We want students to learn:
   - Literal recall and inferential comprehension skills
   - Request help when needed
   - Monitor their progress toward a goal

2. Materials needed include:
   - Grade-level adapted science and social studies chapters
   - Comprehension questions for each chapter (6 literal recall and 4 inferential)
   - Peer scripts with embedded prompts
   - Student response boards

The “Peer-delivered” Study

3. **We plan to teach with a:**
   - Peer-delivered intervention where peer buddy delivers intervention to student in 1 to 1 format in general education classroom
   - SLP modified to include a “think aloud” in prompts for inferential questions and general and targeted rereads for all questions
   - Shared story reading with adapted science and social studies content
The “Peer-delivered” Study

4. Learning will be assessed by:
   
   • Level of assistance required to answer question correctly (1-5 points each question)
   • Each correct answer can “earn” up to 5 points
     5 = independent response (no assistance from peer)
     4 = one peer-delivered prompt
     3 = two peer-delivered prompts
     2 = three peer-delivered prompts
     1 = four peer-delivered prompts
   • Errors earn 0 points.
The “Peer-delivered” Study

- The maximum points available each session will be 50 (10 questions x 5 points)
- Generalization will be assessed during science and social studies class in general education classroom and with new, untrained lessons each week
Peer Training

• Peers buddies will be trained to deliver intervention and procedural fidelity will be collected 30% of sessions
• Interventionist will be present for all sessions to support peer buddies
• Peer buddies will participate in two focus groups before and after intervention

Some important battles of the American Revolution war were fought in North Carolina. One was the battle at Moores Creek Bridge between the Patriots and the British. The Patriots won the battle and stopped the British from capturing the southern colonies.
The Patriots were very smart soldiers. The night before the battle of Moores Creek Bridge, Patriots took some of the wooden boards out of the bridge and greased the rest with soap and animal fat. When the British tried to cross the bridge the next morning, many of them fell into the water.
2. After asking a question, the peer buddy waits 4 seconds for student to respond, then delivers appropriate prompt and praise.

<table>
<thead>
<tr>
<th>Question #3 (Inferential)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ask the question. “Why did the soldiers fall into the water? The answer is from your head. Are you ready to answer or do you want more help?” Answer. (The bridge was slippery).</td>
</tr>
<tr>
<td>2. Wait 4 sec for the student to answer.</td>
</tr>
<tr>
<td>3. If correct, praise student (i.e., “You’re right!”), record a &quot;5&quot; on the data sheet, and continue reading.</td>
</tr>
<tr>
<td>4. If no response, record a &quot;P&quot;. Point to the “More Help” box and say, “Remember, you can ask for help when you don’t know the answer and I will help you.” Go to the next prompt (Step 6).</td>
</tr>
<tr>
<td>5. If error, record an “E”. Point to the “More Help” box and say, “Remember to ask for help when you don’t know the answer. Don’t guess.” Repeat the question. “Why did the soldiers fall into the water?” Say the answer. “The answer is [The bridge was slippery]. Point to the answer on the response board. “Now, it’s your turn. You show the answer.” Continue reading.</td>
</tr>
</tbody>
</table>

Peer Scripts

- If more help, deliver next prompt until student responds correctly
- Student get “credit” for all correct answers
- Students record each independent correct response on self-monitoring chart

Modified System of Least Prompts

- 4 prompt levels

*Figure 1. Prompt Card*

The answer is on the page.

<table>
<thead>
<tr>
<th>Independent</th>
<th>Reread paragraph</th>
<th>Reread sentence with answer</th>
<th>Tell answer and point to answer on page</th>
<th>Point to answer on response board</th>
</tr>
</thead>
<tbody>
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<td>Independent</td>
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The answer is from your head.

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<th>Independent</th>
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</table>

Third Example: 5th Grade Math

The “Math Inclusion” study, current

Early numeracy skills curriculum

The Math inclusion study is a goal of Project MASTERY IES Grant # R324A080014 UNC at Charlotte
Dr. Diane Browder, PI & Fred Spooner, Co-PI
Bree Jimenez, Researcher
For more information: dbrowder@uncc.edu
http://education.uncc.edu/access

5th Grade Investigations in Number, Data, and Space, Scott Foresman
The “Math Inclusion” Study

• Students receive math instruction on targeted math skills in special education classroom from special education teacher
• Students also participate in general education math class (3rd, 4th, or 5th) daily with TA and Inclusion expert (IE, doctoral student from UNCC)
• IE collaborates with general education teacher and plans embedded instruction
• IE helps TA embed targeted math skills into general education math instruction

Project Mastery. IES Grant # R324A080014.
The “Math Inclusion” Study

• In my 5th grade class, we’ve enlisted the help of peer tutors to help support students during instruction

• Working with peer partners:
  – Students volunteer answers during class discussion
  – Students go to the smart board and demonstrate answers
  – Students complete math assignments in class
  – Students engage in math instruction by taking notes, etc.
  – Students learn important skills for academic success
The Math Participation Guide helps IE plan how students will participate in math lesson when not working on targeted math skills.

Math Participation Guide and Embedded Instruction Template - Level 2.2

<table>
<thead>
<tr>
<th>Student: __________________________</th>
<th>Date: ________________</th>
<th>TA notes about lesson (e.g., What worked well? What needs refining?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily general education activities</td>
<td>Describe how this student can participate</td>
<td></td>
</tr>
<tr>
<td>1. Activity</td>
<td>Embedded instruction</td>
<td></td>
</tr>
<tr>
<td>2. Discussion</td>
<td>Embedded instruction</td>
<td></td>
</tr>
<tr>
<td>3. Session follow-up</td>
<td>Embedded instruction</td>
<td></td>
</tr>
</tbody>
</table>
### Embedded Instruction Planning Tool

**Math Skills**
- Identify 6 math skills to embed per lesson. If opportunities arise to embed more - great!

**When**
- Plan best opportunities to embed math skills with general education teacher.

**Prompts**
- Here is the ABAB pattern.
  - See it’s red, blue; red, blue; red, ___ (colors will vary).
  - Blue finishes the pattern.
  - Your turn. Point to the color that finishes the pattern.

<table>
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<tr>
<th><strong>Math Skills</strong></th>
<th><strong>When</strong></th>
<th><strong>Prompts</strong></th>
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</thead>
<tbody>
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<td>1. Extend ABAB patterns</td>
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<td>Here is the ABAB pattern. See it’s red, blue; red, blue; red, ___ (colors will vary). Blue finishes the pattern. Your turn. Point to the color that finishes the pattern.</td>
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<td></td>
<td>Put chip on “February 5”. Here’s the 5…now count up 4 days later, like this-1,2,3,4. It’s the 9th! Now you do it.</td>
</tr>
<tr>
<td>3. Measurement - use ruler, inches to 5</td>
<td></td>
<td>Measure it like this. Line the ruler up with the start of the line. Let’s see, there are 1,2…etc., inches. Now you try.</td>
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</tbody>
</table>

**Student Performance**
- 0 = 0 sec delay
- P = prompt given after 4 sec
- I = independent before 4 sec
- Error Correction

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Targeted math skills are embedded into math instruction.

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Targeted math skills are embedded into math instruction.

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Project Mastery. IES Grant # R324A080014.
For More Information:

