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THE CLM AS A FRAMEWORK FOR INCLUSION

Anne Van Zelst & Robyn Wozniak

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Who we are...

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Purpose

- Name the three primary components of CLM implementation within an inclusive environment
- Identify CLRs to structure participation in general education curriculum and inclusive settings
- Define and provide examples of Peer Mediated Instruction utilizing the CLM.

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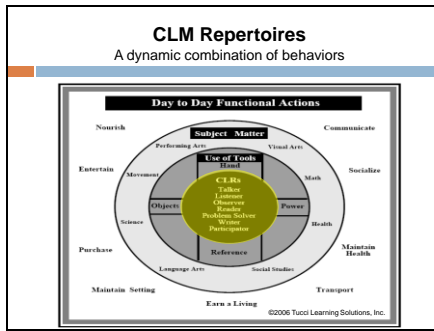
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Topics Covered

- Use of CLM repertoires and formats to structure participation within inclusive environments
- Utilization of peer mediated instruction to facilitate peer interaction and CLM repertoire skill acquisition and fluency
- Use of the CLM to establish a supportive and knowledgeable learning community for students with ASD
- Creation of a team comprised of special education and general education instructors
- Use of inclusive environments to teach curriculum specific skills within a wide variety of instructional conditions and across instructors, materials, and environments.

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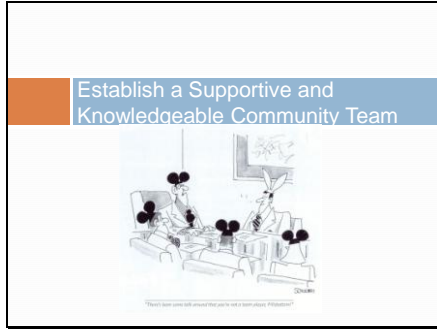
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CLM Formats help us know...

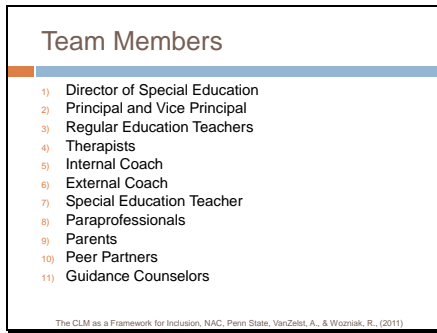
- **What to Teach**
 - Talker, Observer, Listener, Problem Solver, Reader, Writer, Participator
- **Where to Teach**
 - Teacher-directed, Semi-directed, **Peer-directed**, and Non-directed
- **How to Teach**
 - Curriculum, Instructional Materials, Physical Structure Multiple Instructors, and Teacher Delivery

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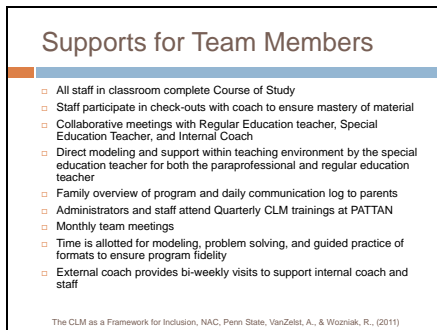
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CLM Staff Training 

Course of Study



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Repertoires/Formats as a Structure for Accessing Curriculum



THE PARENT SIDE

Let me get this straight... You held over-size kids and take them away from the rest of the kids and call that special? There you are. What side is the separate classroom? Is that side and call that individualized? What about with you friends?

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Observer Imitate

Observer Imitate Format	Develop learner's ability to learn through modeling and imitation. A critical skill needed to progress in the general education curriculum.
Our Eventual Goal	Learners will be able to participate in a typical classroom environment by observing and imitating novel behaviors.
Learner's Current Lesson	Lesson 14

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Marcus Following Morning Warm-Up



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Participator

Participator (Mand) Format	Develop the Learner's ability to request items and actions in order to meet their needs
Eventual Goal	Make spontaneous requests to a variety of people, in a variety of settings throughout an entire school day.
Learner's Current Lesson	Lesson 32

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Katie Traveling to Request Red Crayon From Peer



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PEER-MEDIATED INTERVENTION
WHAT IS IT?

DiSalvo and Oswald (2002) define Peer Mediated Intervention as an instructional model which utilizes "socially competent peers to model and reinforce appropriate social behavior" (Di Salvo & Oswald, 2002, p.198).

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Peer Mediated Instruction and Inclusion


Inclusion:

- in most cases, provides our students with ASD the mandated least restrictive environment and interaction with typical peers
- is best and recommended practice within an educational setting (Kamps et. al. 1994)
- BUT even with this increase in the opportunity for peer models and interaction, teachers did not observe an increase in interaction with typical peers (Pierce & Schriebman, 1997)

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2009-2010



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Target Child Instruction to Initiation
"Teaching social skills to the children with autism"

Target Child Initiation Training	Learners with ASD are taught to initiate and maintain play with their peers. Peers are told to respond, but not initiate.
Initiation Training for Target Child and Peers	First, peers are taught simple behavior management skills. Then, both the peers and the learners with ASD are taught common interaction skills (greetings, turn taking etc). Finally, teachers reinforce interactions with star chart.

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CASE STUDY

Using a CLM Format to Guide Peer Mediated Instruction

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Our case-study will focus on the second technique described by DiSalvo and Oswald (2002): Teaching peers methods for reinforcing target skills in children with autism

Laushey and Heflin (2000) found that within a Peer Tutor Intervention Kindergarten students with ASD increased social interaction with typical peers up to 38% compared to baseline.

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Participant

- Jonah is a 8 year old male with Autism Spectrum Disorder
- He is currently included with typical peers for 60% of the school day including: specials, lunch, recess, special events, read aloud, 100 book challenge, science and social studies.
- In addition, he receives life skills programming, occupational therapy, speech and language therapy and social skills.
- Jonah's instruction has been supplemented by the CLM curriculum for 2 years.
- Jonah has a CLM trained 1:1 paraprofessional with him daily.
- Currently, Jonah is reading on a beginning of first grade level. He has a greater strength in comprehension and struggles with fluency.
- Jonah has been receiving instruction using the Wilson Foundations program consistent for the 2010-2011 school year.

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Areas of Need

Jonah was able to physically sit during interactive read aloud in his second grade class, however, 3 problems existed:

1. Jonah wasn't able to answer the questions
2. Jonah's peers didn't know how to interact with him
3. Jonah was dependent on significant adult prompting

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Description of Intervention

Peer Tutor Training	Peer Tutor received individual training with the special education teacher for 2 hours prior to intervention implementation and 15 minutes every other week for the duration.
Environment	Regular Education Classroom or hallway
Level of Targeted Book	Level R-Beginning of 2 nd Grade
CLM Lesson	Reader (Intraverbal)
Peer Mediated Approach	DiSalvo and Oswald (2002) Peer Tutor/Suddy Model
Coaching	Special Education teacher coached and support regular education teacher and paraprofessional
Baseline	One Interactive Read-Aloud in Classroom
Final Session	Interactive Read-Aloud following 10 Peer tutor sessions

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Baseline



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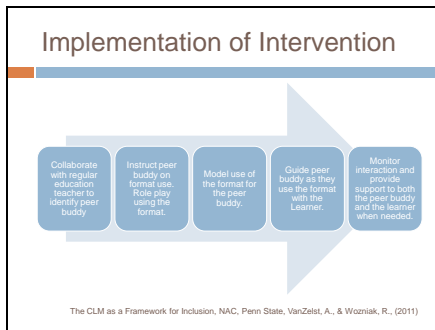
Baseline Data

(Based on a 20 min time sampling)

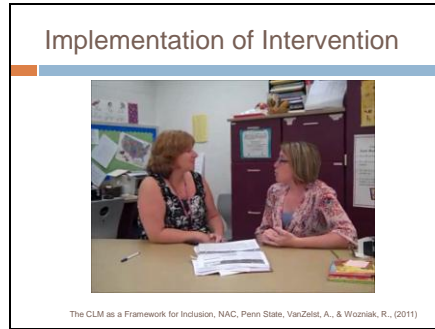
Focus Areas	Baseline Data
Time on Task (As defined by looking at the instructor and not engaging in distracting behaviors)	6 minutes
Adult Prompts	15
Percentage of Questions Answered Correctly	20%

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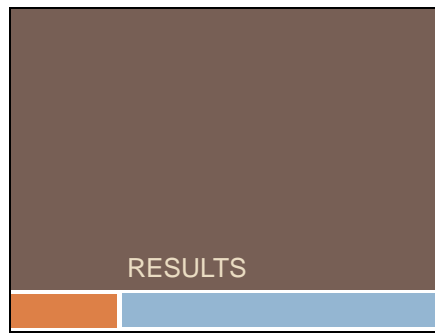
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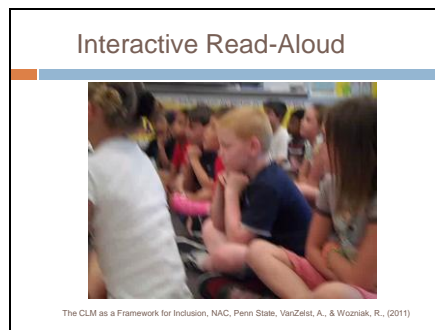
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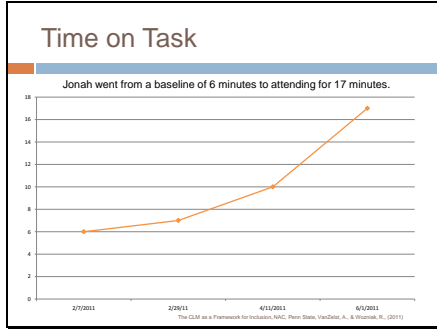
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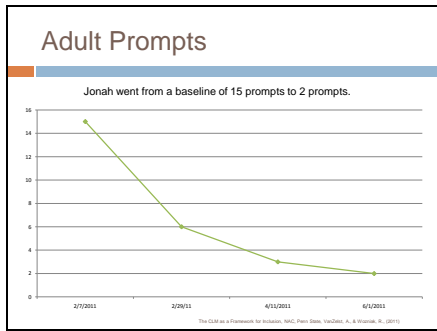
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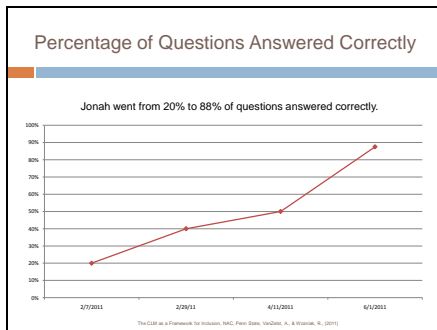
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Discussion of Results

- Data suggests that within his inclusive classroom, given a group instructional condition and an assigned peer tutor, Jonah increased his ability to actively participate in an Interactive Read-Aloud with less adult prompting

- Following instruction using the Reader (Intraverbal) Format with an assigned Peer Tutor, Jonah's ability to accurately answer comprehension questions increased.

- Given the nature of our intervention, structured social interaction with the NT peer increased.

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In addition...

- Natalie and Jonah developed a better relationship outside of the reading time.
- The other students increased their enthusiasm for wanting to partner with Jonah during other activities
- Other students viewed Jonah as more competent

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Case Study Result Limitations

1. Single data point for baseline
2. No control comprehension questions to rule-out maturation or spontaneous development
3. Case Study/Single Subject design vs. Multiple Participants and/or Multiple Baseline Design
4. No reversal / removal of treatment to assess if student would return to baseline when the intervention was removed. (e.g. ABA Reversal Design)
5. Unable to conclude which intervention (The CLM Reader Format or The Peer-Mediated Intervention or the highly preferred material or a combination of all three) caused the skill increase.
6. Formal data was not taken regarding increased interaction with NT peer; however the intervention design naturally facilitated increased structured interaction.
7. Would social interaction with NT peer be facilitated to an equal extent given use of CLM Participant peer-directed formats?
8. Limited time to collect data due to breaks in programming, therefore, large gaps between data collection points.

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Ideas for Other Formats

Participant	-science experiment with Peer Tutor (p-d) -independently choose appropriate activities during non-instructional class time (n-d)
Writer	-complete a drawing with a peer on folded sheet of paper so each person has their own side -copy information from board for journal -fill in the calendar
Observer	-Learn a new dance -obstacle course -learn how to use a new piece of functional equipment -create a product with multiple steps
Talker	-recite lines from a poem/sonnet with a peer -echo the pledge of allegiance with a peer
Problem Solver	-play "Go Fish" with preferred character cards -make a product with shared materials-request needed items from peers
Listener	-follow consecutive set of directions to complete task -follow directions to play game with peer

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