

# Group Instruction Across Curricula

Kristen Seneca

Gateway School District

Jolin Jackson & Miguel Ampuero

PaTTAN Autism Initiative ABA Supports

# Group Instruction Rationale

- What is group instruction?
  - Delivery of instruction to more than one individual at a time
  - Primary method by which instruction is delivered to typical students in public school settings
- Autism
  - Important for students with autism to learn in a multi-student context or group format
- Evidence
  - Reading (Ledford et al. 2008)
  - Social Skills (Kroeger et al. 2007)
  - Independent Living Skills (Tekin-Iftar and Birkan, 2010)

# Benefit of Group Instruction

- Instruction that potentially delivers highly efficient instruction (Plavnick and Hume, 2014)

# Our District

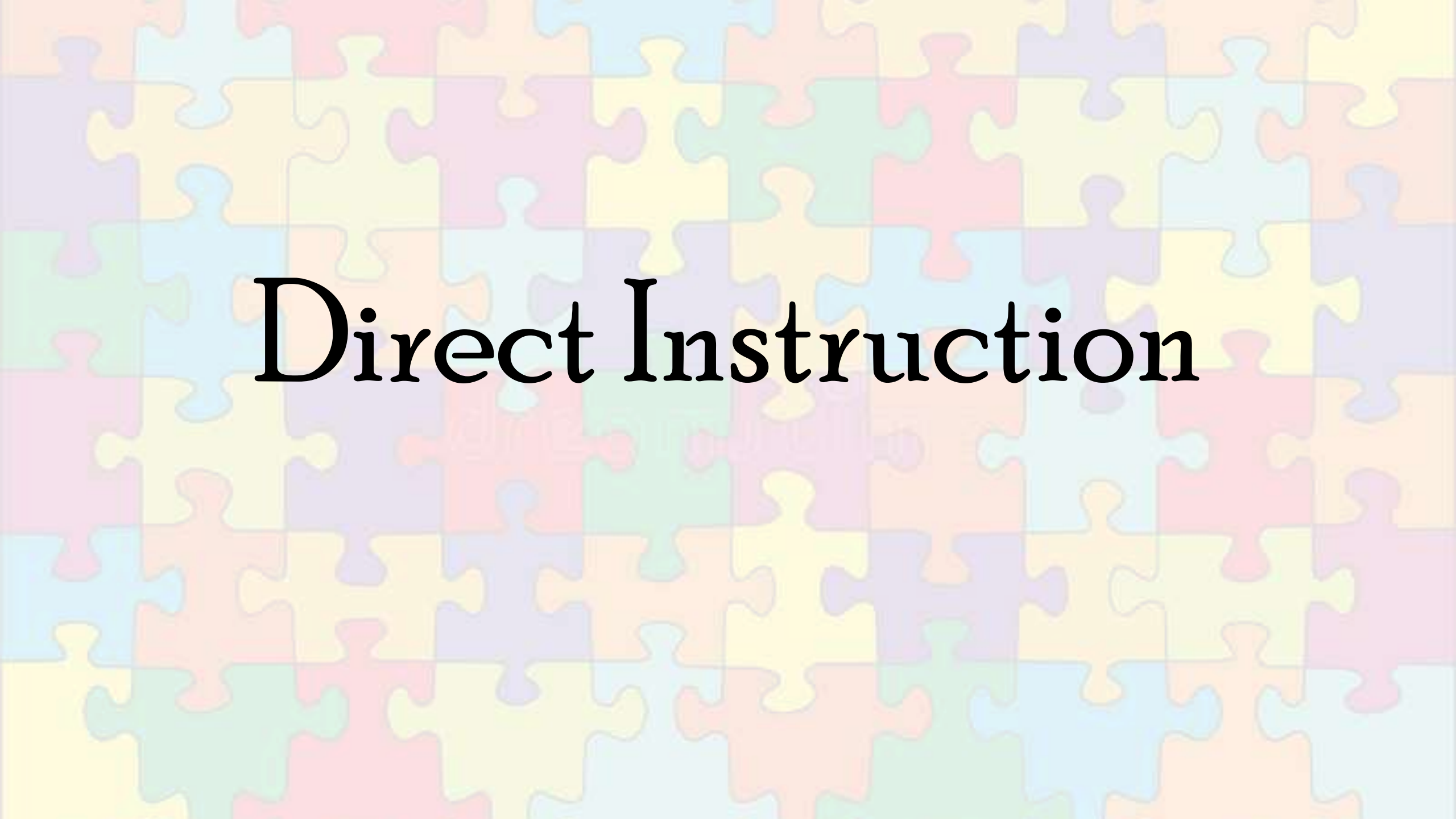
- Gateway School District
- Serve K-12
- Elementary: K-4, 5-6
- Middle: 7-8
- High School: 9-12
- Monroeville, PA 15146
- Suburb outside Pittsburgh
- PA Autism Initiative Consultation to 8 classrooms within the district

# Our Classroom

- Grades 5-6 Autistic Support
- 6 paraprofessionals
- 1 teacher
- 7 students
- OT, speech therapy

# Group Instruction Rationale

- Who is ready
  - Level 2-3 VB-MAPP
  - Low level problem behavior
  - Able to follow some rule-governed behavior
  - Intermediate-Advanced skills in the Mand, Tact, Intraverbal, etc.
  - Higher VR
  - Group behavior in the VB-MAPP
- Goals for group instruction
  - Learning to respond in a group format
  - Acquisition skills in a group format
  - Maintain overall engagement in a group
  - Pre-requisite skill for learning in the regular education setting



# Direct Instruction

# Direct Instruction (DI)

- What is DI?

- Teaching method extensively tested and proven
- Students are placed in instruction at their skill level
- Skills are introduced gradually, reinforced, and continually assessed
- Lessons are scripted and fast paced
- Errors are corrected immediately
- Skills are shaped using the principles of Applied Behavior Analysis

- Philosophy of DI

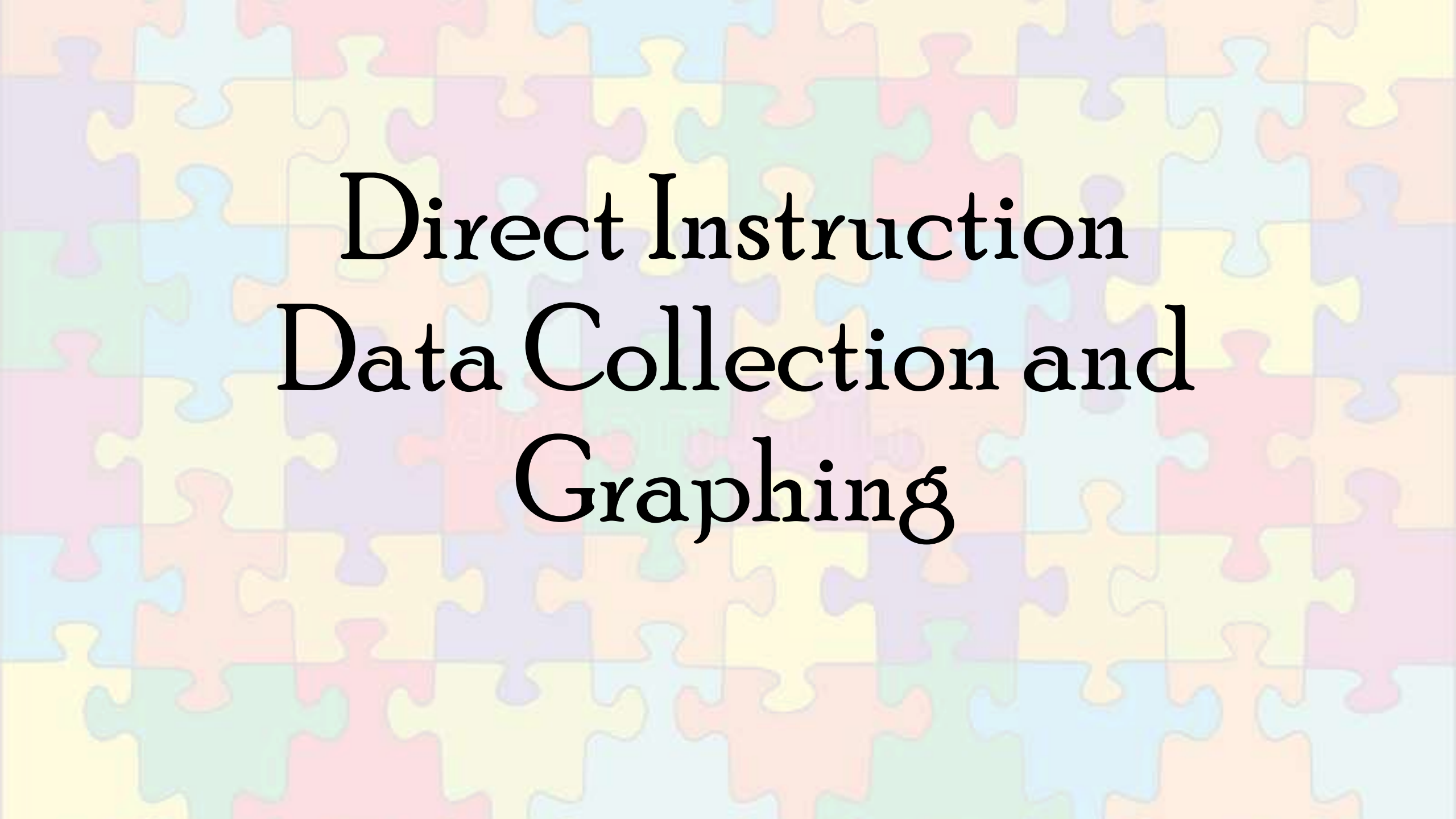
- All children can learn
- All children can improve academically and in terms of self-image
- All teachers can succeed if provided adequate training and materials

- Which DI curricula do we use?

- Reading Mastery
- Corrective Reading
- Connecting Math Concepts
- Language for Learning, Thinking, Writing

- National Institute for Direct Instruction
- McGraw-Hill
- Englemann, et al. (2002)





# Direct Instruction Data Collection and Graphing

# Remediation

- What is remediation?
  - Reviewing of material to ensure acquisition when errors have occurred during the lesson
- When does remediation occur?
  - During the lesson, immediately after the error occurs (error correction)
  - After the exercise/lesson has been completed
- Criteria for remediation
  - 100% correct per exercise
- Process of remediation
  - Depends on learner and curriculum
  - Error correction is scripted in some curricula
  - Teachers have the freedom to correct the error in most effective manner, but **ALWAYS RETURN TO THE SCRIPT**

# Direct Instruction Guidelines

- Assessments
  - Determination to introduce students to the program
- Teaching procedures
- Role of the lead instructor and reinforcement
- Data systems
- Decision making (mastery and remediation)

# Video Sample of Language for Writing

- Hand signal, choral response, delivery of reinforcement
- <https://youtu.be/HB4kURgoz8w>

# CMC Video

- Error Correction

- <https://www.youtube.com/watch?v=-fKAQ8YbozU&feature=youtu.be>

# Corrective Reading Video

- <https://youtu.be/AYjU-VJRKJ4>
- <https://youtu.be/N-h5XijAv80>



# Social Skills

# Social Skills

- Autism Spectrum Disorder as in DSM-V (American Psychological Association, 2013)
- Persistent deficits in social communication and social interaction (as evidenced by)
  - Deficits in social/emotional reciprocity (eye contact, back and forth conversations, emotions, failure to initiate or respond to social situations)
  - Deficits in developing, maintaining, and understanding relationships
- Necessary to teach skills explicitly



# Skillstreaming

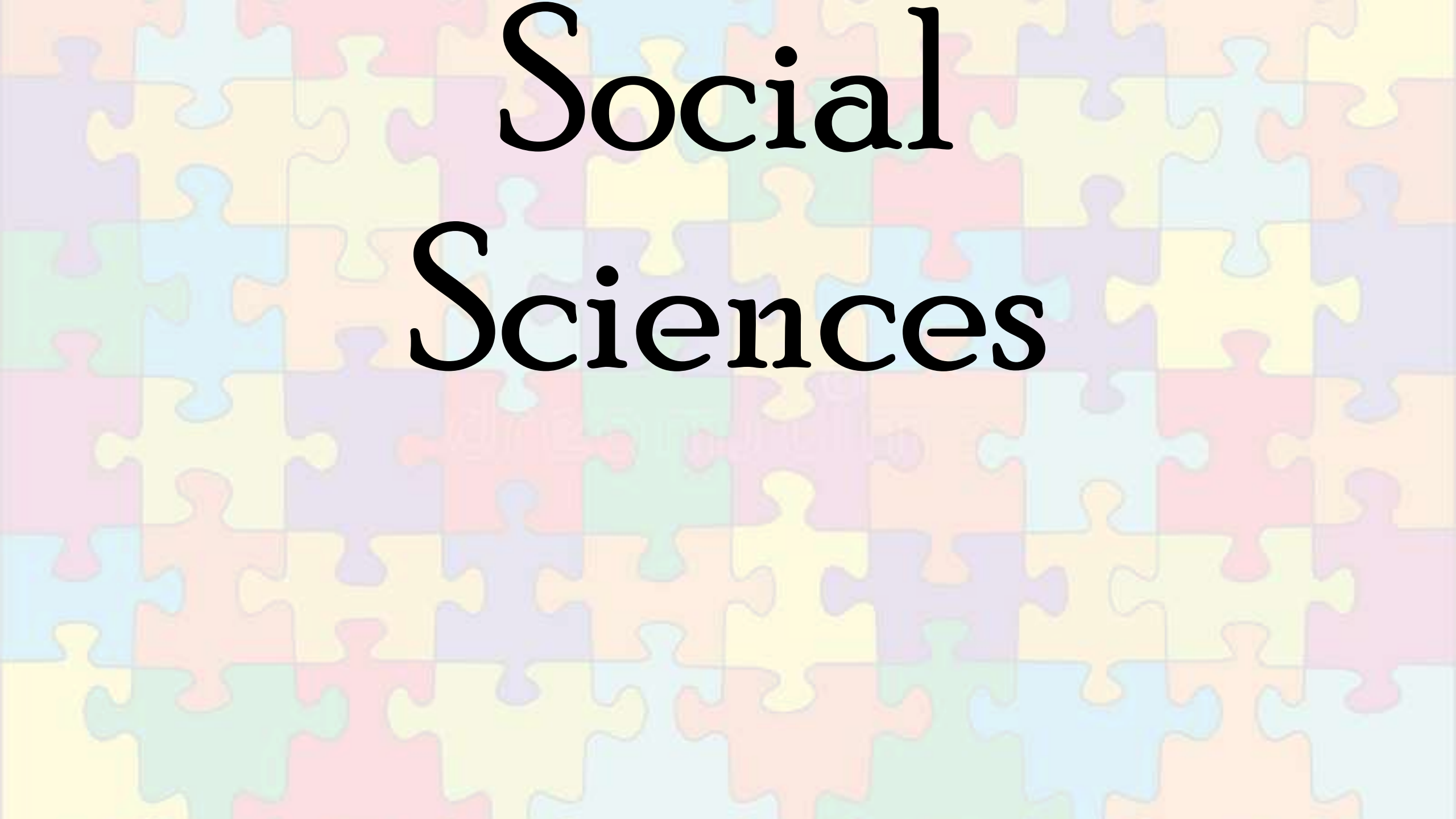
- Addresses the social skill needs of students who display aggression, immaturity, withdrawal, or other problem behaviors.
- Helps individuals develop competence in dealing with interpersonal conflicts, learn to use self-control, and contribute to a positive classroom atmosphere.
- Primarily designed to be carried out in group settings, such as schools.
- Four-part training approach:
  - Teacher Modeling
  - Student Role Playing
  - Group Performance Feedback
  - Transfer Training (practicing the skills at home and in the community)

# Skillstreaming Group Lesson Video

- <https://youtu.be/gJAbZHrucWE>

# Skillstreaming Individual Practice After Group Lesson

- <https://youtu.be/fMH-YymCOQY>




# Social Sciences

# Modified General Education Curricula

- Social Sciences Curriculum
  - How topics are developed (referred to Essential for Living (Patrick McGreevy), general education curriculum, Assessment of Functional Living Skills, AFLS (Partington and Mueller))
  - Based on instructional and reading levels, grouped accordingly
  - Decision making: inclusion in the program (who has prerequisite skills), criteria for mastery of skills, assessment, differentiated instruction (remediation group)
  - Modalities for teaching: videos, handouts, iPads, etc.
  - Resources: [teacherspayteachers.com](http://teacherspayteachers.com), [superteacherworksheets.com](http://superteacherworksheets.com), Netflix, [youtube.com](http://youtube.com), etc.

# Social Sciences Opportunities to Respond


- Research suggests 4-6 responses per minute
- Activity effects number of responses (watching a video clip would require less responding than reading a passage and responding to questions in a group format)
- Choral responding, individual responding (using hand signals similar to Direct Instruction)
- Creating opportunities for responding during video, can use protocol similar to the Advanced Intraverbal Protocol (Dr. Vincent Carbone)
- Following instructions during the lesson: turn to page \_\_, write your name at the top of the page, take out your iPad, etc.



# Social Science Lesson Video

## Active Responding During Video Presentation

- <https://www.youtube.com/watch?v=ZLQlclsdlk&feature=youtu.be>



# Social Science Lesson Video

## Active Responding During Partner Work

- <https://www.youtube.com/watch?v=EeGML9Dxpyw&feature=youtu.be>



# Social Sciences Peer Support

- Referring to peers commonly occurs in the regular education setting (“What page are we on?”)
- Increases naturally occurring manding for information from peers
- Reduces dependency on adults
- Increases motivation for social interaction

# Social Sciences Peer Support Training

- Identify learners who are able to acquire skills quickly
- Identify learners who complete work, have the ability to follow instructions in the group setting, and focus on the lead instructor for directions
- Establish the helper's role
- Emphasize the importance of the peer completing his/her own work first
- Give examples of how to help (copy words for spelling purposes, helping peer follow directions, reading a section to peer if he/she is struggling, etc.)
- Remember to reinforce peer helper!

# Social Sciences Peer Support Training Video

- <https://www.youtube.com/watch?v=5RZizVzy0uk>

# Social Sciences Peer Support During Instruction

- <https://www.youtube.com/watch?v=pvV5fFmwcW4&feature=youtu.be>

# Remediation Group for Social Sciences

- Curriculum may still be slightly above students' instructional level
- VB-MAPP Levels 1-2 learners who are focusing on tact, mand, listener receptive skills, etc. will need extra intensive practice
- Pull specific targets from program area to be taught, making sure the targets are relevant to the student
- Pull small groups of students for review before and after group instruction

# Social Skills Remediation Group

- <https://www.youtube.com/watch?v=eb7rCA83v6o&feature=youtu.be>

# Staff Training and Treatment Fidelity

- Team Meetings
- 1:1 Training (coaching in the moment)
- Treatment Fidelity Checklists
- Defining the role of the paraprofessional during group instruction
- Demonstrations
- Using Video Samples
- Sharing professional development opportunities with staff