Group Instruction Across Curricula

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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/HB4kURqoz8w](https://youtu.be/HB4kURqoz8w)
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)

Goldstein & McGinnis, 2005
Skillstreaming Group Lesson Video

• https://youtu.be/gJAbZHruqWF
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, superteacherworksheets.com, Netflix, 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=ZLQlcsdl1k&feature=youtu.be
Social Science Lesson Video
Active Responding During Partner Work

• https://www.youtube.com/watch?v=EeGML9Dxyw&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