PROJECT IMPACT OVERVIEW

• Inclusion Made Practical for All Children and Teachers (IMPACT)
• Began January 1, 2019
• Three year project
• UNC Charlotte and Charlotte-Mecklenburg Schools
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
METHODS

• 3 elementary and 2 middle schools for two academic years. 10 total schools within project. At least one triad from each school (Gen ed teachers, SPED teachers, paraprofessionals)

• Year 1 has 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 took 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 occurs either after school, during planning in a school, or online

• Teachers/Paras are paid!
Published curriculum- Teaching to the Standards ELA for middle school and English Language Arts Grades 3-5 (brand new)- given to SPED teachers

Model uses Behavior Skills Training across 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)

To watch a video click the link then scroll to the first video and press play.
To watch a video click the link then scroll to the second video and press play.
• Scaffolds after each training for teachers - coaching and feedback to procedural fidelity
• PLC input throughout model implementation about what works and doesn’t for refinements
• Student comprehension measures on pre and post tests after each set of training and implementation
• Examine changes in IEPs for participating students over time in project
• Teachers in PLC 1 can become trainers for PLC 2 if they choose for sustainability (with payment)
  • Currently have two teachers this year - one from Year 1 and one from Year 2
• 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
YEAR 1 DATA PHASE I

- 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’ pretest literacy performance ($M = 6.37$, $SD = .55$) was significantly lower than posttest 1 ($M = 7.73$, $SD = .4$) and posttest 2 ($M = 8.47$, $SD = .44$). Students’ posttest 2 scores increased from posttest 1, but they were not significantly higher than their posttest 1 scores.

- Out of 33 students, 17 students were in inclusion lessons and 16 of them were not in inclusion lessons.

- 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.
YEAR 2- CHANGES

• Online modules for training
• Online tool for chapters and system of least prompting
• Online observations using GoReact for coaching
• Online and in person instruction
  • One classroom is in person; 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
Year 2 Phase 1 Training Modules

- IMPACT Intro and Big Ideas
- Differentiation
- ELA Student Differentiation Form
- Uploading lesson videos
Access

How is the student accessing the curriculum? Without providing the student access, how can you truly assess what they are learning?

Here is an example of an adapted test for a student to access a modified novel that their same age peers are reading.

IMPACTFUL 5

- Access
- Opportunity
- Communication Supports
- Response prompting
- Feedback

THE INFORMATIONAL TEXT

May contain many of the same story elements as narrative text (e.g., authors point of view, plot)

Grade-aligned Instruction
Evidence-based Practices
Coaching: Targeting Fidelity and Sustainability
Generalization

Match the qualitative skill with the main practice that matches.
WHAT IS PROJECT IMPACT?

Project Impact's mission is to improve the reading outcomes for students. The project is designed to support general education and special education teachers to utilize evidence-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 outcomes. The model, designed to be implemented by two professional learning communities (elementary schools and middle schools) over a period of three years, is intended to achieve four long-term outcomes:

1. Increase the reading comprehension outcome data for students.
2. Increase 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 RIIP and utilize model curricula, tools for inclusive academic classrooms.

Within this site, you will be able to find the tools and resources that are used in the model's two-year pilot (year 1 materials will be posted at the completion of year 2 in the spring of 2023). Each phase within a school year had different elements as well as overlapping elements.

Phase 1 Materials
Phase 2 Materials
Instructional Videos
Module Trainings-Coming Soon
Conference Materials

PHASE 1 MATERIALS

1. **CIT card**
   - **Coaching Form**

   - **Student Screener**

   - **Pre-Post Test Samples**

   - **SLP Instructional Presentation**

   The layout of these materials is developed based on the teachers' level of instruction and the availability of resources. The tools used include specific prompts, visual prompts, and physical prompts. The task was related to begin with specific verbal prompts, visual prompts, and physical prompts.
• Click the picture below, then scroll to the bottom of the module to watch the video
CREATING ONLINE RESOURCE FOR DIGITAL TOOLS FOR PLANNING

- Demo video of resources
  - Google Chrome Extensions
  - Editable online worksheets- Kami
  - Active Student Responding
    - Old school
    - Zoom
    - Pear Deck
    - Boom Cards

To watch a video click the link then scroll to the third video and press play.
QUESTIONS?

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