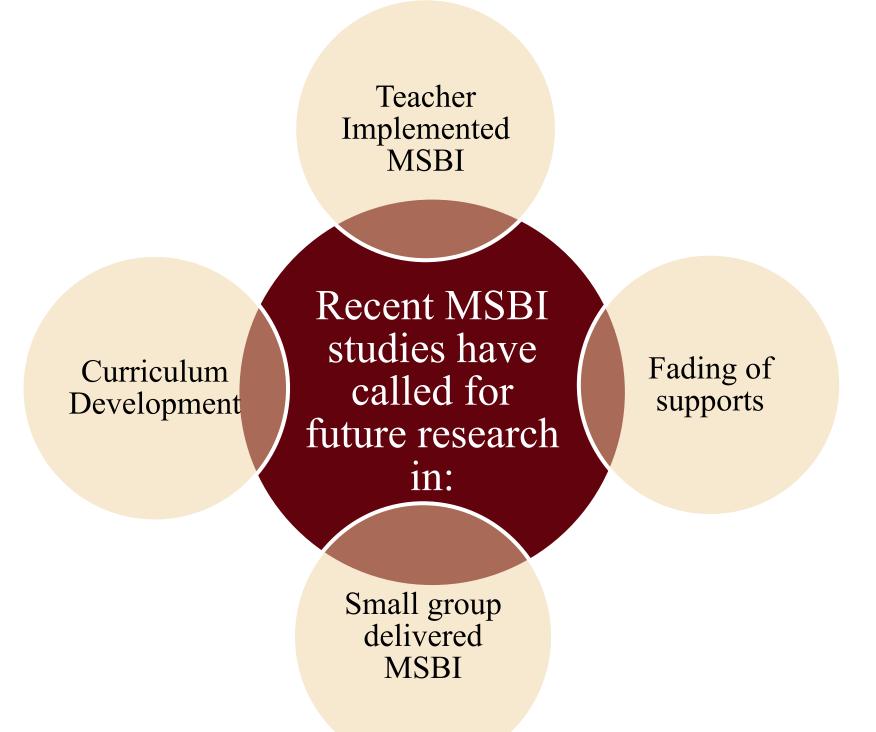


# **Teacher-delivered Modified Schema Based Instruction Targeting Problem Solving of** Middle School Students with Intellectual Disabilities in Small Group Instruction

### Background / Purpose

- Post-secondary success is predicted by academic achievement. (Nasamran et al., 2017)
- With assistance, students with extensive support needs (ESN) can learn grade-level mathematics. (Courtade et al., 2014; Spooner, McKissick, & Knight, 2017)
- Leading professionals concur that students with ESN have better quality of life when they receive high-quality academic instruction. (Spooner & Browder, 2015; Taber-Doughy, 2015)
- Recent research has identified modified schemabased instruction (MSBI) as an effective method for teaching mathematical concepts to ESN students. (Root et al., 2021)

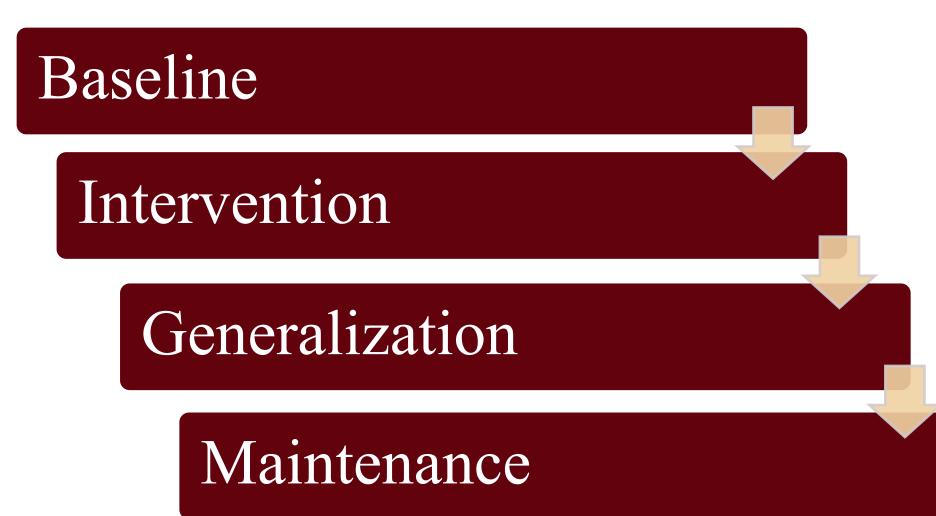


### **Research Question**

What is the effect of teacher delivered modified schema-based instruction on mathematical problem-solving behaviors of middle school aged students with intellectual disabilities?

### Research Design

This study used a multiple baseline design including the following phases:

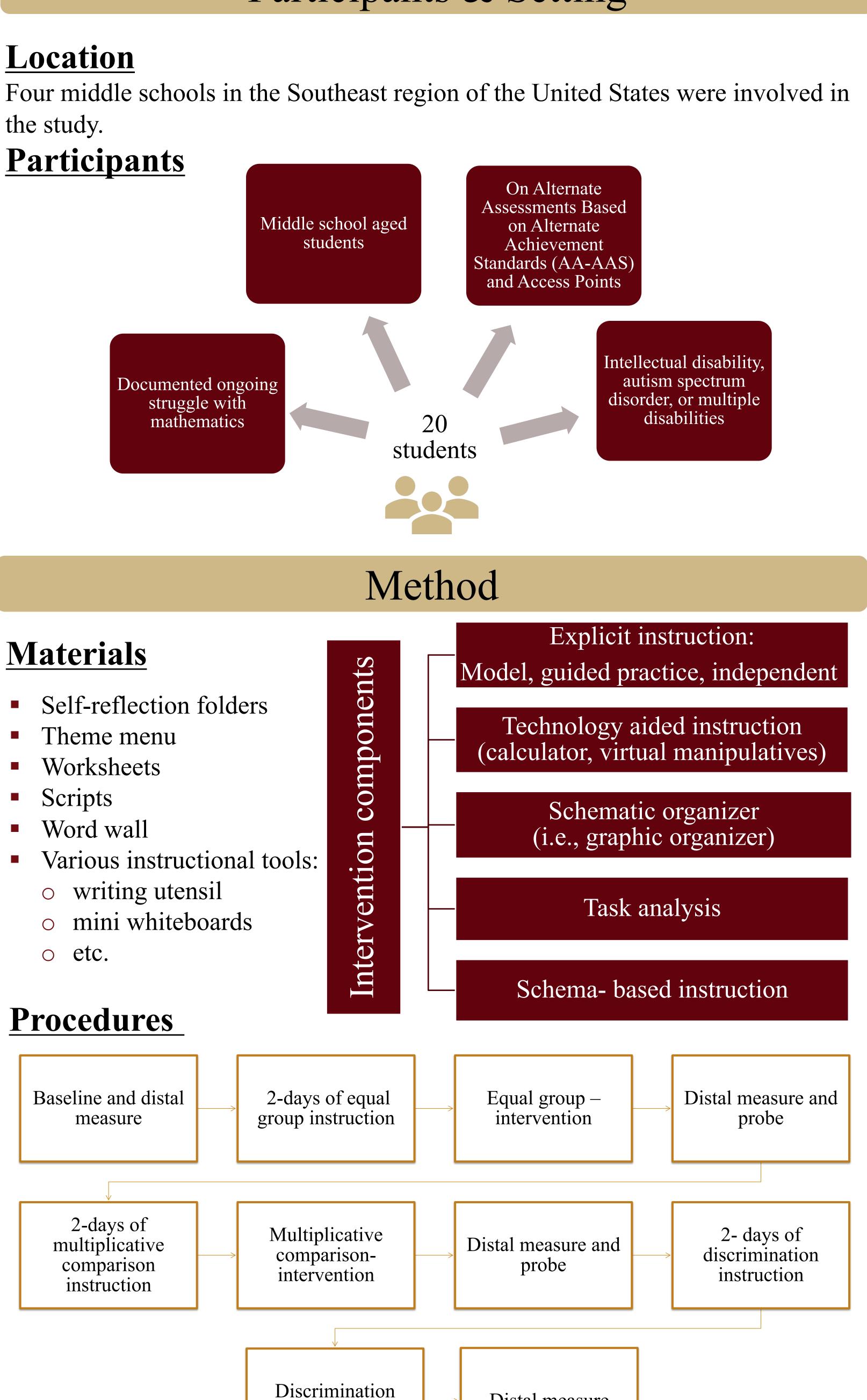


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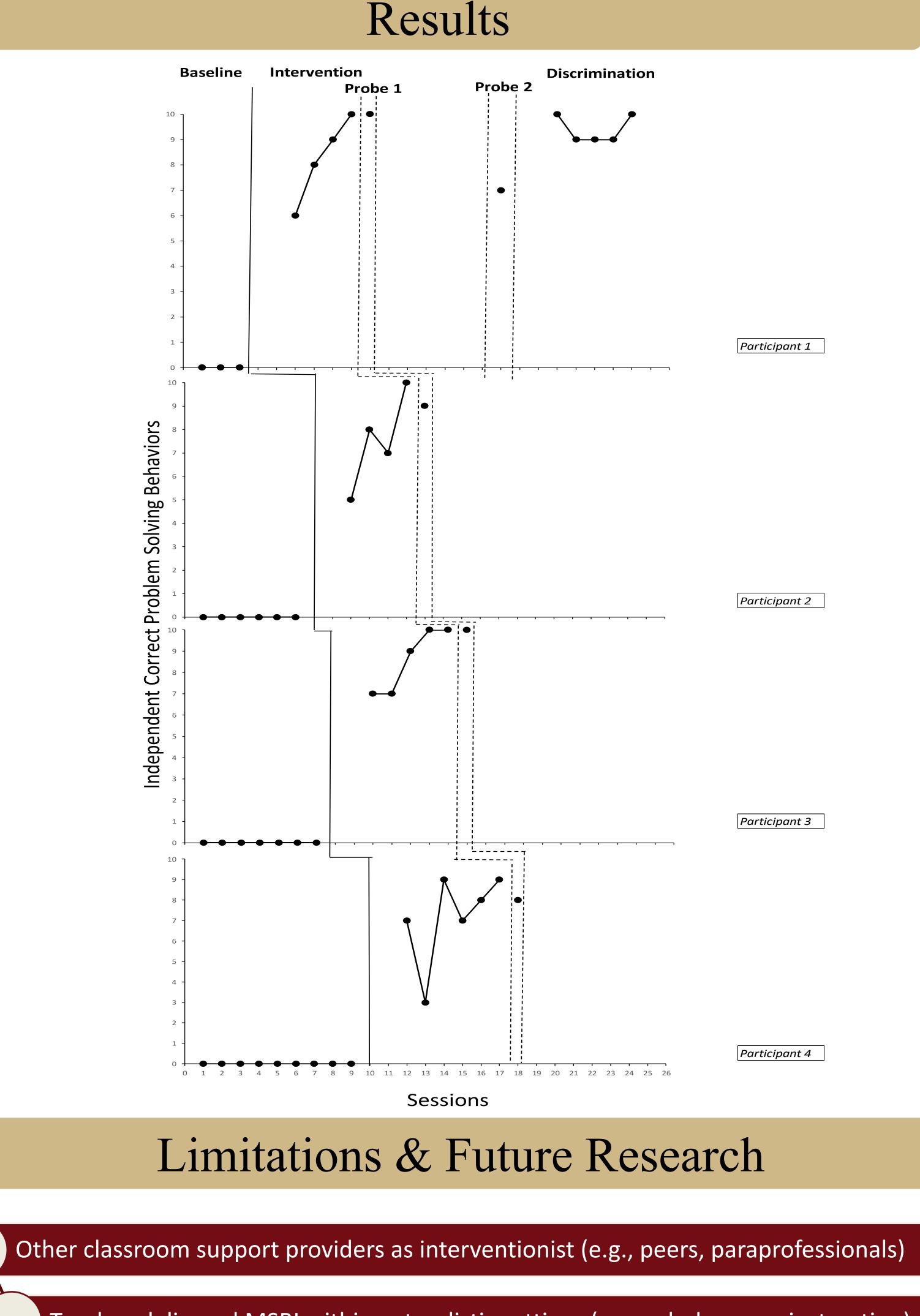
### Participants & Setting



Distal measure

sessions

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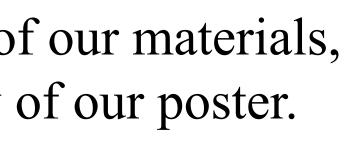


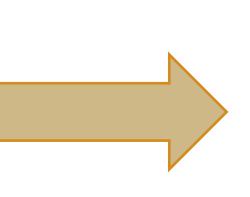
Evaluating the appropriate timing of progressing students from different phases of learning (acquisition, fluency, generalization, maintenance)

Research of real-world generalization

Maintenance of acquired skills

Scan this QR code for examples of our materials, our references, and a digital copy of our poster.







Teacher-delivered MSBI within naturalistic settings (e.g., whole group instruction)

Participant 2

Participant 3

Participant 4

Participant 1