



Modified Schema Based Instruction Targeting Ratio and Proportion Problem Solving of Secondary Students with Intellectual Disability

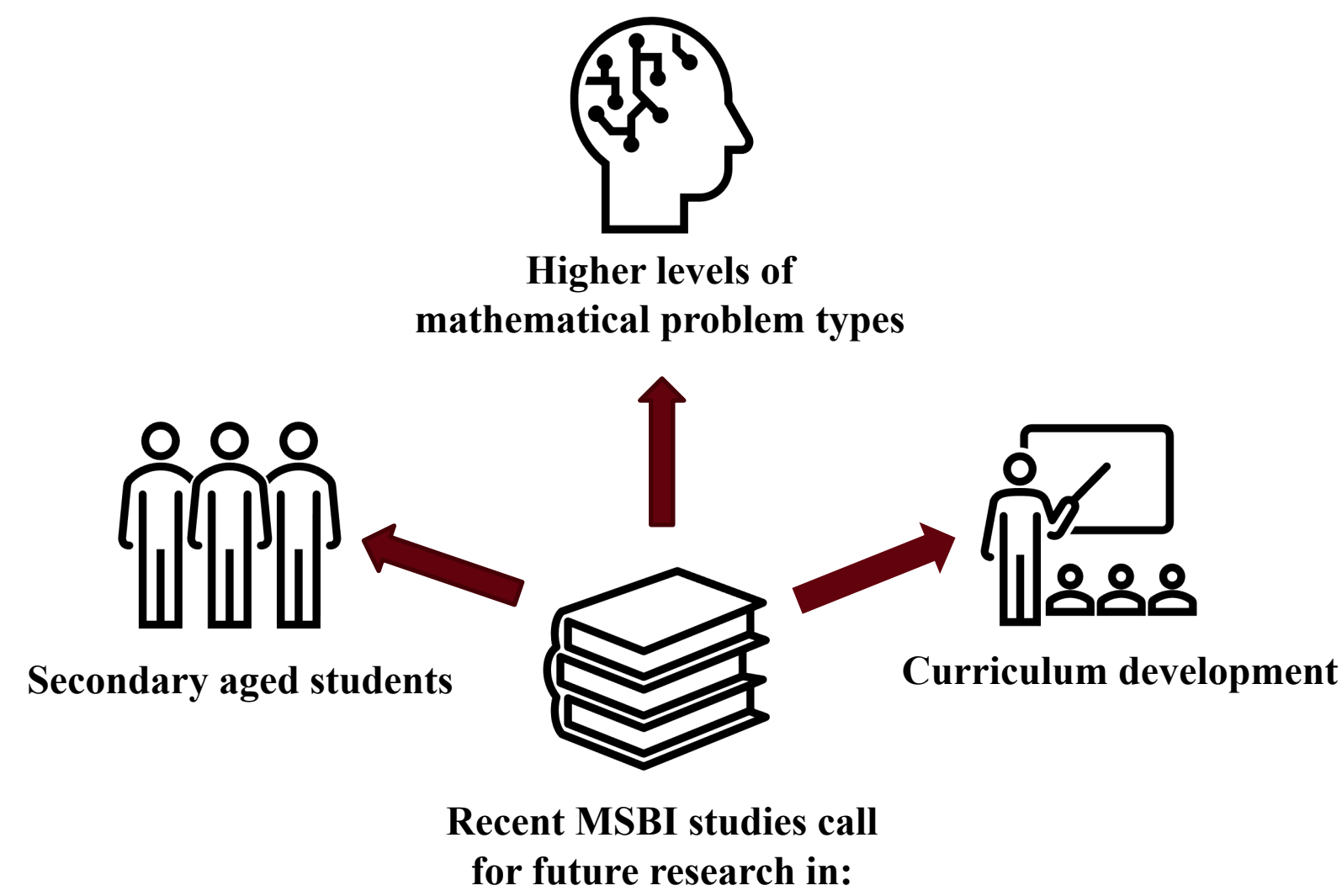


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Background / Purpose



For students with ESN, experts agree that a high-quality education leads to a better wellbeing (Spooner & Browder, 2015; Taber-Doughy, 2015)

In recent literature, MSBI has been established as a method for teaching mathematics to students with ESN following an evidence-based model (Root et al., 2021)

Academic achievements made in secondary schooling predict future success (Nasamran et al., 2017)

With support, students with ESN can learn mathematical knowledge and skills aligned with their grade (Courtade et al., 2014; Spooner, McKissick, & Knight, 2017)

Research Question

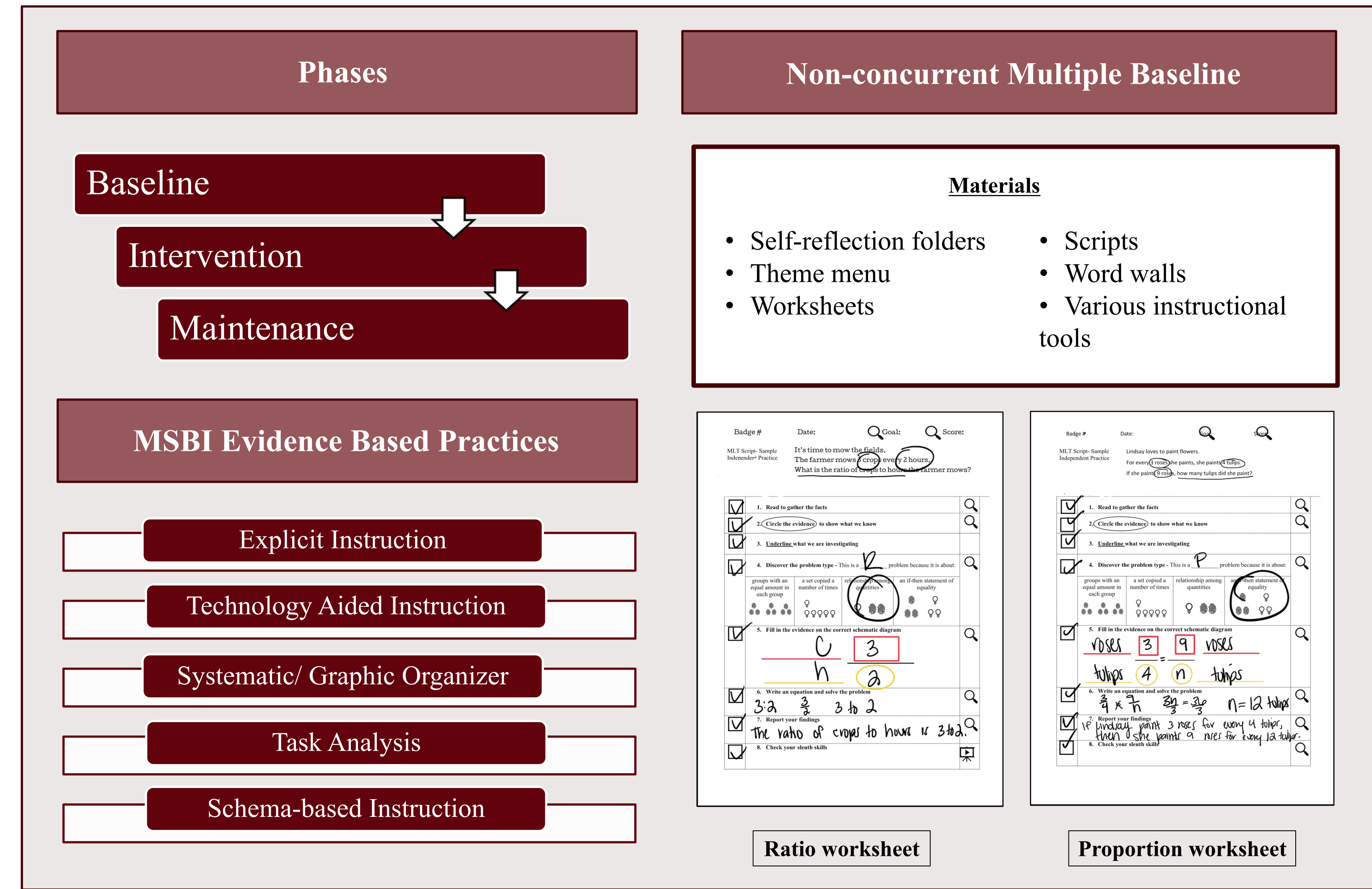
What is the effect of modified schema-based instruction on ratio and proportion mathematical problem-solving behaviors of secondary students with intellectual disabilities?

Participants & Setting

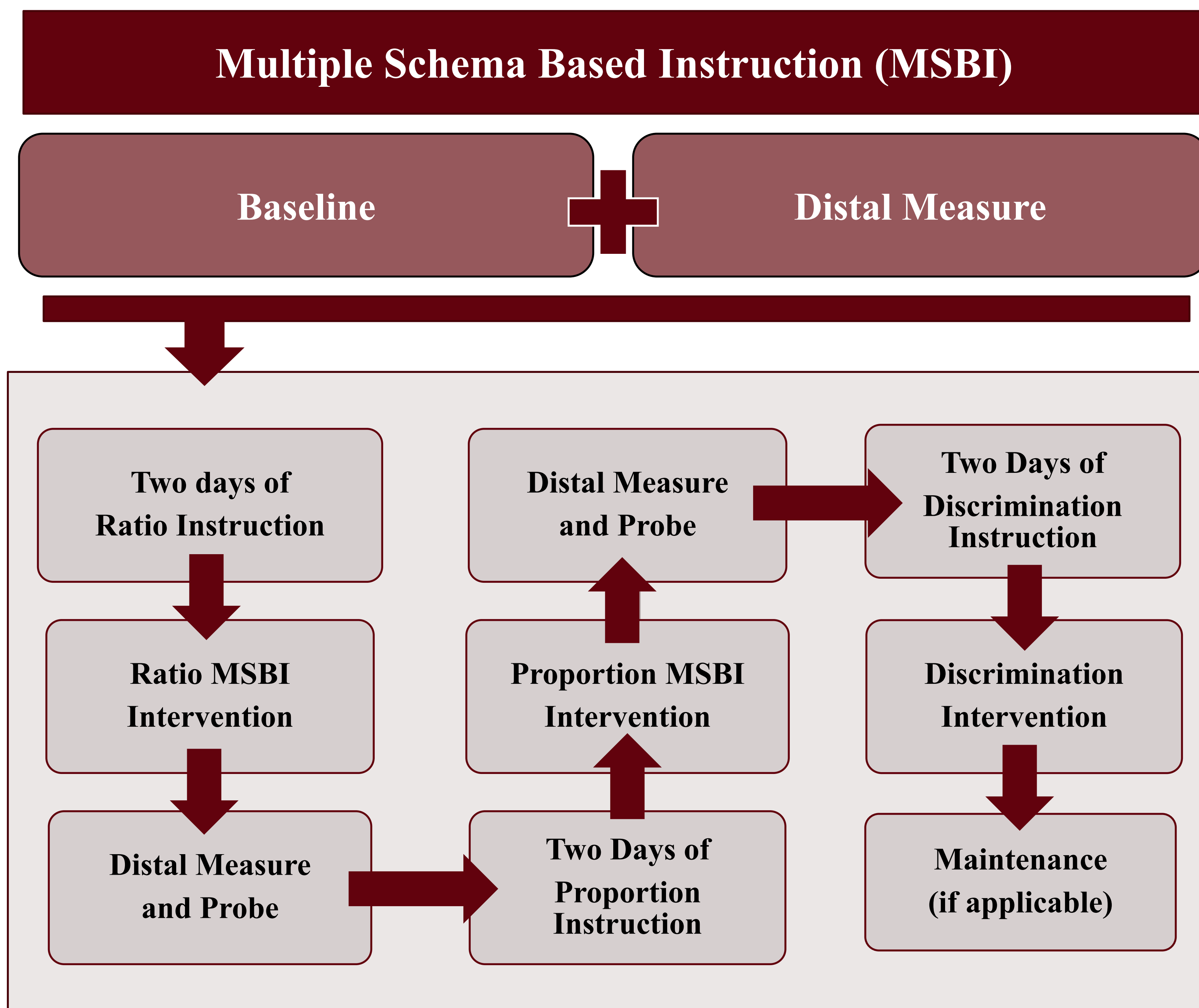
Secondary high school located in the southeast region of the United States

- Phillip**
 - 10th grader
 - Male
 - White
 - ID & Speech and language impairment
- Aaliyah**
 - 9th grader
 - Female
 - Black
 - Intellectual disability
- Esteban**
 - 10th grader
 - Male
 - Hispanic
 - ID & Speech and language impairment
- Jayla**
 - 10th grader
 - Female
 - Black
 - Intellectual disability

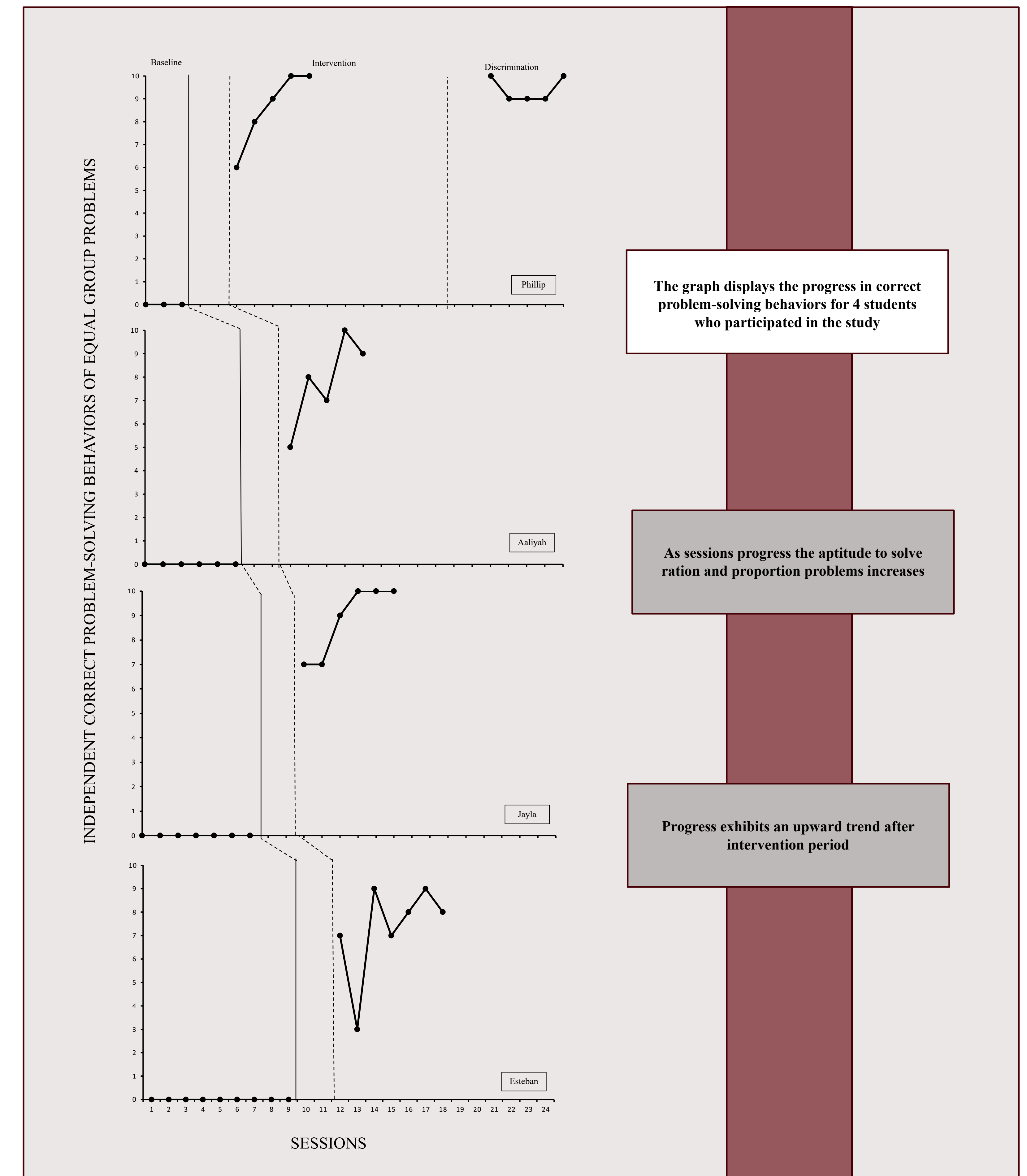
Method



Procedures



Results



Limitations & Future Research

- Expansion of systematic & explicit instruction
- Naturalistic Intervention
- Naturalistic Settings
- Evaluate generalization & maintenance of R/P skills
- Supporting learning progression: Acquisition, Fluency, Generalization, Maintenance