



Using Computer-Assisted Instruction to Teach Student Participation in the IEP Process

What is the evidence base?

A *potential* level of evidence based on one acceptable quality group study and one acceptable quality single subject study

With who was it implemented?

- Students with high incidence disabilities (1 study, n=22)
- Students with learning disabilities (1 study, n=3)
- Ages ranged from 12-18
- Males (n=18), females (n=4)
- Ethnicity
 - None reported (n= 1)
 - African American (n= 3)
 - American Indian (n= 0)
 - Asian/Pacific Islander (n= 1)
 - White (n= 20)

What is the practice?

Computer-assisted instruction (CAI) is defined as “the use of a computer and other associated technology with the intention of improving students’ skills, knowledge, or academic performance” (Okolo, Bahr, & Rieth, 1993, p. 1) and is synonymous with terms such as computer-based instruction, computer-mediated instruction, interactive hyper-media instruction, and multimedia instruction. CAI offers an interactive format that can provide examples and feedback to students, while including multiple components, such as graphics, photographs, audio, text, and video (Hutcherson, Langone, Ayres, & Clees, 2004).

In the studies used to establish the evidence base for using CAI to promote student participation in the IEP, CAI included using a:

- CD-ROM (Hammer, 2004; Lancaster, Schumaker, & Deshler, 2002)

How has the practice been implemented?

- CAI in combination with the *Self-Advocacy Strategy* has been used to teach
 - involvement in the IEP meeting (Hammer, 2004; Lancaster, Schumaker, & Deshler, 2002)

Where has it been implemented?

- Self-contained classroom (1 study)
- School library (1 study)

Where is the best place to find out how to do this practice?

The best place to find out how to implement CAI is through the following research to practice lesson plan starter:

- Using CAI to teach student involvement in the IEP
<http://nsttac.org/sites/default/files/assets/pdf/5.pdf>

How does this practice relate to Indicator 13?

- Indicator 13 Checklist Item #3: Teaching self-determination skills may reflect results of transition assessment information
- Indicator 13 Checklist Item #6: Teaching self-determination skills may be an IEP objective that supports a student's postsecondary goal(s)
- Indicator 13 Checklist Item #7: Teaching students how to be involved in the IEP can promote their actual involvement in the IEP meeting

How does this practice relate to Common Core Standards?

- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally (Comprehension and Collaboration, Grade 8)
- Use knowledge of language and its conventions when writing, speaking, reading, or listening (Knowledge of Language, Grade 8)

How does this practice relate to the State's Career Cluster Initiative: Essential Knowledge and Skills?

- Operate presentation applications to prepare presentations (Information Technology Applications)
- Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences (Communications)

References used to establish this evidence base:

Hammer, M. R. (2004). Using the self-advocacy strategy to increase student participation in the IEP conference. *Intervention in School and Clinic, 39*, 295-300.

Lancaster, P. E., Schumaker, J. B., & Deshler, D. D. (2002). The development and validation of an interactive hypermedia program for teaching a self-advocacy strategy to students with disabilities. *Learning Disabilities Quarterly, 25*, 277-302.