

Abstract

The purpose of this study was to train teachers to follow a task analysis to teach a story-based literacy lesson using adapted, grade appropriate middle school literature to students with moderate and severe developmental disabilities. A multiple probe across participants design was used to examine the effects of teacher training in implementing a literacy lesson task analysis on the number of steps completed on the literacy lesson plan template and changes in student behaviors in response to teacher's use of the literacy lesson plan. Results indicated a functional relationship between teacher training and number of lesson plan steps followed, with a corresponding student increase in both overall and independent correct responses. Implications for practice and future research are discussed.