




Welcome!
Thank you for joining us! The webinar will begin shortly.





The Basics of Delivering Systematic Instruction
Presented by Belva C. Collins, Ed.D.

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Webinar Tips

- 1 Close any applications that use bandwidth or resources on your device
- 2 To submit a question, click "Questions" in the webinar panel and type in your question
- 3 To minimize the webinar panel, click the orange arrow in the upper left of the panel
- 4 If you experience computer audio issues, you can switch to "Phone call" in the "Audio" section of the webinar panel and use the dial-in information provided

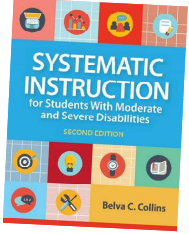





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Systematic Instruction for Students With Moderate and Severe Disabilities, 2e

The accessible, up-to-date text today's teachers need to succeed in inclusive classrooms and improve outcomes for students with moderate and severe disabilities.

<https://bpub.fyi/SystematicInstruction2e>

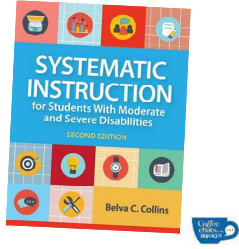




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Giveaway

We're giving away 3 FREE copies of
Systematic Instruction for Students With Moderate and Severe Disabilities, 2e!

Three attendees will be selected at random and emailed after the webinar. Submit your questions to increase your chances!



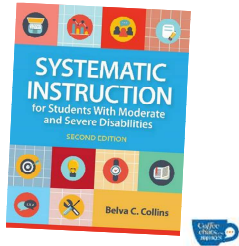
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Survey

At the end of the webinar, you'll be prompted to complete
a short survey.

Let us know what you thought, and you could **win a free book!**



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Certificates

Certificates of attendance are available for all webinar viewers.




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Overview of Our Chat

What is systematic instruction?
What are the systematic response prompting procedures that are supported by research?
How can systematic instruction be used to teach meaningful core content?
How can systematic instruction be embedded in inclusive settings?
How can systematic instruction be used in a virtual environment?

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Two Types of Systematic Instruction

Stimulus prompting
Red → Red → Red → Red

Response prompting
Verbal directions, gestures, models, physical guidance

Focus of this Presentation:
Response Prompting Procedures

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Response Prompting Procedures

Supported by research for over 50 years

- Evidence-based and research-based
- All types of disabilities
- All age groups
- All types of skills
- All types of settings
- All types of instructors

Recognized as a high leverage practice




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Based on Applied Behavior Analysis

Instructional trials



Antecedent → Behavior → Consequence
Or
Stimulus → Response → Consequence

Example
Teacher direction → correct response → praise or good grade

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Nearly Errorless Learning

Prompts added to instructional trials to facilitate correct responses

Stimulus → Prompt → Response → Consequence

Example
Teacher direction → guidance → response →
praise or error correction

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Response Prompting Procedures

- Graduated Guidance
- Most-to-Least Prompting
- System of Least Prompts
- Time Delay
 - Constant or Progressive
- Simultaneous Prompting



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Graduated Guidance

Physical prompt
Shadows learner's movement until momentary assistance needed

Example

- Shadowing movements while teaching learner to write name or tie shoe, providing physical guidance as needed



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Most-to-Least Prompting

Hierarchy of prompts
Starts with most intrusive prompt until criterion is reached
Moves to less intrusive prompts across sessions as criterion reached at each level
Ends with independence

Example

- Teaching independent self-nourishment
- 1 week physical, 1 week model, 1 week verbal, 1 week independent



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System of Least Prompts

Hierarchy of prompts
Start with least intrusive prompt until criterion is reached
Moves to less intrusive prompts within trials until correct response performed

Example

- Facilitating participation in science experiment
- Independence, verbal prompt, model prompt, physical prompt




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Time Delay

Single controlling prompt
 0 seconds to perform correct response before prompt during initial trials
 Moves to larger intervals of time to perform before prompt across sessions

Example

- Teaching vocabulary words during shared reading



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Two Types of Time Delay

Progressive time delay

- Slowly increases delay interval before prompt over time

Constant time delay


- Increases to present delay interval before prompt and remains there



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Simultaneous Prompting

Single controlling prompt
 Daily probe trials to assess independent correct response
 Subsequent daily training trials with immediate prompting to perform correct response
 Probe-training sequence continues until criterion met in daily probe trials




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Simultaneous Prompting

Example

- Math lesson
- Probe with problem, then provide guided instruction if needed



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Myths About Systematic Instruction

Systematic instruction can only be used in a one-to-one format.

Systematic instruction can only be used by a trained special education teacher.

Systematic instruction can only be used in a segregated special education setting.

Systematic instruction can only be used to teach functional skills or flash cards.

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What the Research Says

Systematic instruction can only be used in a one-to-one or group format.



Systematic instruction can only be used by anyone who is trained in the procedures.

Systematic instruction can only be used in any setting.

Systematic instruction can only be used to teach core content and complex skills.

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Systematic Instruction - Inclusive Settings



<p>EMBED TRIALS OF FUNCTIONAL CONTENT IN ACADEMIC LESSONS</p> <p>Teaching budgeting while teaching algebraic equations</p> 	<p>EMBED TRIALS OF FUNCTIONAL CONTENT IN DAILY ROUTINES</p> <p>Teaching budgeting while shopping for class project</p> 
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Making Relevant and Meaningful Connections

Nontargeted Information

- Content that is not directly targeted for specific instruction
- Can be used as instructive feedback during consequence of trials
- Example
 - Add information on healthy lifestyle choices to science lesson on genetics

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Examples from the Research

Elementary sentence construction using technology (Pennington et al., 2014)

Elementary geometric shapes and characteristic (Orihuela et al., 2018)

Middle physical education skills and core content (Park et al., 2020)

Middle school health core content embedded by general education teachers (Tekin et al., 2017)

Middle school science core content embedded during leisure time with peers (Fetko et al., 2013)

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Examples from the Research

- Secondary Pythagorean theorem taught with video anchor (Crech-Galloway et al., 2014)
- Secondary algebra and biology skills taught by paraprofessional and peers in inclusive settings (Heinrich et al., 2016)
- Secondary listening comprehension and communication with technology and peer involvement (Collins et al., 2019)
- Secondary biology content on genetic core content with links to healthy lifestyle (Riggs et al., 2013)
- Secondary biology photosynthesis core content in school greenhouse (Collins et al, 2017)
- Secondary group reading comprehension, algebra, and physics core content embedded during consumer science cooking activity (Karl et al., 2013)

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Virtual Systematic Instruction

Trained instructors

- General or special education teacher, paraprofessional, peer, caregiver, related service personnel

Instructional technology

- Direct instruction
- Video prompting and video modeling

Assistive technology

- Communication, motor, and hearing impairments



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Take Away Number 1

Response prompting procedures are a type of systematic instruction based on applied behavior analysis.



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Take Away Number 2

Response prompting procedures are supported by a large data base across disabilities and age groups.



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Take Away Number 3

There are five types of response prompting procedures that are both effective and efficient.



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Take Away Number 4


A variety of instructors can use response prompting procedures to teach meaningful core content in inclusive settings.



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Take Away Number 5

Response prompting can be adapted for virtual instruction.



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Questions?



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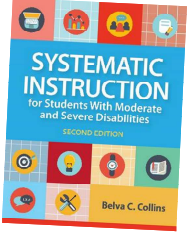


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Brookes Coffee Chats

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Resources to Help During COVID-19

Recommended reading
Downloadable resources
Professional development webinars

<http://bit.ly/COVID-education>



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Recover. Reconnect. Reimagine.

Evidence-based resources to help you:

- Support kindergarten readiness
- Address social-emotional learning and mental health
- Accelerate literacy & language skills with evidence-based assessment and interventions
- Support progress for students with disabilities

<https://bpub.fyi/recovery>




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Get Your Certificate

<https://bpub.fyi/SystematicInstCert>



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