


1  Designing and Monitoring Instructional Programs

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2  Community Building Activity

3  Motivation = E + V + C

4  Motivation is key....

5  ...books?

6 

7  ...technology?

8  ...working with friends?

9  ...movement?

10  ...entertainment?

11  ...competition?


12  ...music?

13  ...cooking?


14  ...definitely, science class!

15  IEP Goals and Objectives


- Reflect family priorities
- Functional in nature
- Observable
- Measurable
- Specific

16  **Sample goal:** Given a picture schedule representing her classroom activities, Sally will independently look at/point to the symbol that matches the verbal instruction provided by her classroom teacher (e.g., "Time for Choice") and move to the next scheduled activity.


17  Given a visual schedule representing her classroom activities,

18  Sally will independently look at/point to the symbol that matches the verbal instruction provided by her classroom teacher (e.g., "Time for Choice")

19  ...and move to the next scheduled activity

20  ...within 5 seconds by June.

21  Sally Activity

22  Essential Elements of an Instructional Program

23 


Essential Elements of Instructional Programs

- Learning Sequences
- Response Definitions
- Teaching Methods
- Procedures and Supports
- Settings and Materials
- Plan for Measuring Student Progress and Evaluate Program
- Plan for Infusing Specialized Instruction into General Education Curriculum

24  Textbooks/teacher manuals


25 

26  Learning Sequence
Electric Slide


27  Learning Sequence
Making a meal

- Take meal out of frig.
- Carry to microwave
- Press button to open door
- Put dish in microwave
- Close door
- Push REHEAT button
- Wait for microwave beep
- Press button to open door
- Remove dish from oven
- Place dish on stove top

28  Response Definitions

29  What is the Setting?

30  ...Morning Meeting?

31  ...Recess?

32 

33 Literacy group?

34  Does the setting support the student's learning?


35 

36  Large Group

37  Small Group

38  Peer-assisted

39  Independent


40  What materials
are needed?

41  ...Written language

42  Reading

43  Access to specialized equipment can make all the difference...

44  Communication


45  Learning is a process...

- figure out how to respond to specific and changing signals and cues in the environment
- enables build competence and independence

46 

Teaching Methods

- specific cueing strategies
- errorless learning
- individualized reinforcement and corrections
- specific prompting and fading strategies
- shaping
- honoring and expansion
- task analysis and chaining techniques
- repeated practice
- time delay procedures
- extended time for responding or completion
- pre-teaching of in-class lessons
- computer-assisted learning materials

47  Specific cueing or prompting strategies

- Verbal instructions
- Gestures or pointing
- Models
- Physical assists
 - All used to improve chance of correct response
 - All must be faded quickly
 - Used to increase independence

48  Errorless learning

- Increase the chances of correct response to natural cues
- Materials

- Prompts

49 ☐ Honoring and expansion

- Requires adult to model slightly better way of doing something while simultaneously responding to current level of ability

50 ☐ Task analysis and chaining

- Task Analysis of Eating with Spoon
 - Reach for spoon
 - Grasp spoon by handle
 - Lift spoon to container
 - Bring spoon to mouth
 - Open mouth
 - Insert spoon in mouth
 - Close lips around spoon
 - Pull spoon out of mouth
 - Bring spoon down to container

51 ☐ What does he REALLY need to learn to wash HIS hands?

- Sink
- Step stool
- Soap
- Towel

52 ☐ ...to do the Macarena?

53 ☐ ...to complete a science experiment?

Flotation experiment:

Supplies: bucket, clay

- 1. Take a piece of clay and split it into 2 identically sized pieces.
- 2. Take one of the pieces and roll it into a ball.
- 3. Take the other piece and make it into a flat boat shaped object
- 4. Now place both pieces into a bucket full of water.
- 5. Write down in lab book:
Which one floats and which one sinks?
Both? Neither? Why?

54 ☐ Time delay procedures

- Prompt given right after instruction
- Provide wait time after repeated opportunities
- Delay can be progressive or constant
- Key is to provide student time to respond


55 ☐ Correction or reinforcement

- Give another chance with more assistance
- Stop and wait for self-correction
- Repeated practice on difficult step

Or

- Self-approval
- Social praise


- Special activities
- Tangibles

56  **Shaping**

- SR+ for improved attempts at target behavior
- Requires close attention to responses
- Must make instant judgments about the response

57  **Repeated practice**

- Must know what student is expected to do
- Must ensure that the student is practicing correctly

58  **Extended time
for responding or completion**

- Quizzes/tests
- Respond to questions in class
- Initiate the next step
- May require changes in antecedents
- Baseline data can help determine length of time needed

59  **Pre-teaching**

- Provide opportunities for exposure/practice
- Often used in preparation for PE
- Increase successful participation in groups

60  **Computer-assisted learning materials**

- Increase opportunities to practice skills
- Know what skills are being addressed
- Requires that adults first be familiar
- Must ensure that tools are being used appropriately











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62  **Teaching Methods Activity**

- Divide into small groups (4/group)
- Identify Roles
 - Teacher: Teach Learner using no verbal cues
 - Learner: Use teacher cues to understand what s/he is trying to teach you (don't make it too easy)
 - Timer: Keep track of time needed to teach skill
 - Observer: Record teaching method(s) used to teach skill (enforce the no verbal cues rule)
- Site Facilitators hand out the instructions sheet for Teaching Methods Activity.

63  **Instructional Procedures**

64  **Sally Activity**

- 65  Instructional Procedures
Sally's Schedule Following
- 66  Plan for Measuring Progress/ Evaluating Instruction
- 67 
- 68  Plan for Infusing Specialized Instruction into General Education Curriculum
- 69  Circle of Courage
Reclaiming Youth at Risk
by Brendtro, Brokenleg, & Van Brokern
- 70  ...independence
- 71  ...generosity
- 72  ...mastery
- 73  ...belonging
- 74  Data Collection Options/Graphing