


Systematic Instruction: Teaching to Promote Success

Presented by: Teri Johnson, MRA, CESP

Systematic Instruction Important Components


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<p>Preparing to teach</p> <ul style="list-style-type: none"> Task Design Task Analysis 	<p>Teaching</p> <ul style="list-style-type: none"> Delivering and fading assistance Identifying and teaching to cues Error correction Assessing progress Addressing difficult steps
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Remembering How It Feels To Be The Learner

What worked?	What didn't?
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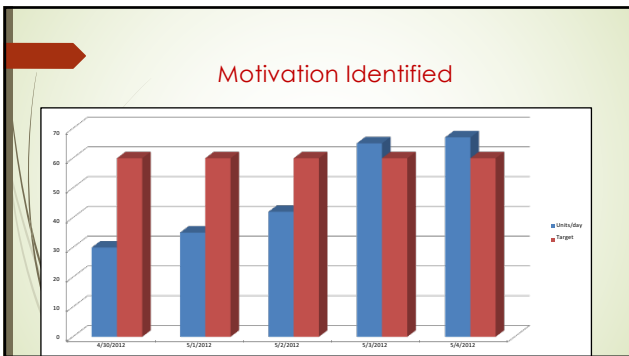
- Research: two biggest "blocks" to learning something new:
 - Anxiety produced by the teacher
 - Anxiety produced by fear of failure
- Causes of anxiety:
 - A history of failed attempts to learn
 - A history of staff as superior, powerful, controlling beings

Dave Hingsburger

Motivation: External vs. Internal

"People often say that motivation doesn't last. Well, neither does bathing – that's why we recommend it daily." Zig Ziglar

- Some external motivators are ongoing (paycheck, team member, benefits, vacation)
- Some external motivators can be added by others (high fives, praise, added incentives, awards)
- Some external motivators can be self-managed (checklists, charts)

Delivering and Fading Assistance

Providing additional cues (information) as needed to enable a correct response. External feedback (Gold).

Verbal: Words, words and more words



"Mr. Osborne, may I be excused?
My brain is full."




Ever find yourself responding like this when overwhelmed with verbal information?

- Please be quiet, I can't hear myself think.
- Slow down, let me catch up.
- Would you repeat that please?
- Could you write it down for me?
- Can you show me what you mean?

Verbal Prompting / Assistance

- Difficult for those with auditory processing / delayed processing
- For some processing time may be 10-20 seconds or longer; jumping causes a "restart"
- Keep any verbal brief and specific to task – avoids having to sort out irrelevant information and avoids setting expectation for social exchange

Written and Visual Lists



A screenshot of a smartphone application showing a list of tasks. The tasks are: 'Check Sullivan's dist', 'Get a cup of dog ch', 'Put the chow in Sulli', and 'Call Sullivan - he's p'. Each task has a small photo of a dog to its left. The app interface includes a 'Schedules' header, 'Reset' and 'Edit' buttons, and 'Full Mode', 'Split Mode', and 'List Mode' options at the bottom.

Written / Visual Supports

- Approximately 80% of learners identify visual learning as being strongest learning style
- Visual and written lists can remain as self-management
- Silence is often the most important accommodation for visual learners
- Many employers and businesses are moving to visual systems

Modeling



A collage of four images illustrating modeling in different contexts: 1) A group of people in a gymnasium performing a dance or exercise routine. 2) A person standing on a grassy area outdoors, possibly demonstrating a task. 3) A person working at a library counter with a sign that says 'CIRCULATION & RESERVE'. 4) A group of people working together at a table with various items, possibly a food preparation or craft activity.

Modeling

- "Showing how" – can be single steps or whole task
- "Doing together" – working side-by-side if task lends itself (keep dominant hand in mind)

Visual Prompts / Gestures

Showing movement expected – think Zumba!

Physical Guidance
"Information Through Touch"

Physical Guidance
aka Hand Over Hand, Manual Feedback
Maybe

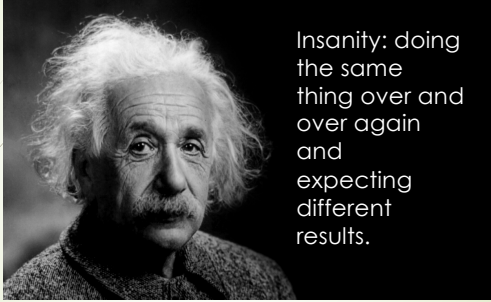
- Touch is distracting and uncomfortable for some individuals
- Touch is comfortable and reinforcing for some individuals
- Physical guidance can range from full physical guidance to very light touch
- Physical guidance should never be used to force movement or compliance

Which method? How much? When?

Take your cue from the learner; learner performance (learning style) will guide you.

In providing assistance:

- Give no more than minimum to get correct response
- Over prompting can lead to cue dependence (allow for time to process)
- Anticipate and avoid errors in early stages of learning
- Always "tie" your assistance to cues in the task




Insanity: doing the same thing over and over again and expecting different results.

Knowing When and How to Fade

The most important tool for teaching is the willingness to evaluate what you are doing on a moment by moment basis" Dave Hingsburger

- Transfer your control to the cues in the task; tie the cues to the task, not to you!
- Shifting from external feedback to internal feedback
- Move away from the learner
- Longer delay before prompting

When An Error Occurs



- Approach will differ between those who are "early" in learning and those who are "late" in learning
- When error occurs "early" – interrupt as soon as possible (neutral and non-punishing); back-up to cue for step and support learner with assistance as needed to complete correctly.
- When error occurs "late" – wait to see if learner self-corrects; give prompt with less information "what comes next?", "what did you forget?"

As Learner Gains Independence

Introduce variables likely to occur when participating with less supervision

What could likely happen to "screw this up?"
Make "it" happen.

- Frequent interruptions
- Damaged parts or materials
- Running out of supplies
- Running out of work / tasks

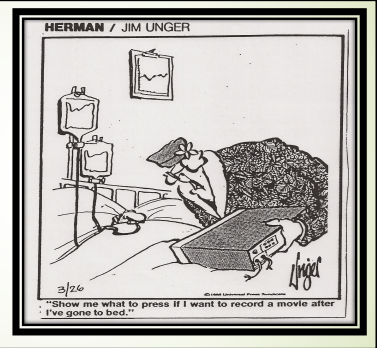
Provides opportunity to teach to those variables before you have faded from site.



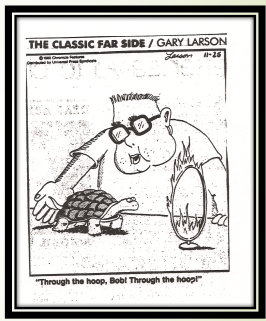
A Few Reminders –
Watch for need
to teach social skills



A Few Reminders:
Is there
motivation
to learn?



Keep In Mind:
The Value of a
Reasonable
Job Match



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Closing Comments and Questions?

■ Biggest "take away"?

Tel Johnson Consultation and Training LLC

Resources

- **Systematic Instruction of Functional Skills for Students and Adults With Disabilities** by [Keith Storey](#), Craig and Ph.D. Miner (Mar 11, 2011)
- **Soft Skills to Pay the Bills — Mastering Soft Skills for Workplace Success**
A free curriculum developed by ODEP focused on teaching "soft" or workforce readiness skills
<http://www.dol.gov/odep/topics/youth/softskills>

Resources

Social Coaching – James Emmett
Social Coaching Institute and APSE Webinar
<http://www.socialcoachinginstitute.net/>

Did I Say That? Articles and Commentary on the Try Another Way System by
Marc Gold (1980). Champaign, IL: Research Press

Contact Information

Teri Johnson Consultation and Training LLC
teri431@Comcast.net
206-251-2420

