

Systematic Instruction: An Example

Assessment and IEP Planning

Student clinical exams
vision, audiological, etc.

Functional assessments complete
CVI, FVA, LMA, etc.

Accommodations into IEP

Assessment of prior knowledge/skill
with consideration for required accommodations
What can the student currently do?

Present Levels of Performance
What is/are the...
Targeted skill?
Accommodations?
Prompts?
Baseline measurements?
(For example: % accuracy, frequency, duration, rate and intervals)

SMART IEP Goal Creation
(driven by baseline)
IEP Benchmarks/Objectives
Specific
Measurable
Attainable
Results Oriented
Time bound

Lesson Plan Design

1 Step 1: Logistics

What is the...

- IEP objective being addressed?
- Activity? Is it meaningful?
- Prompt type and levels?
- Criteria for increasing and decreasing prompt?

Create a data sheet specific to the objective being measured.

2 Step 2: CVI Considerations

- With whom?
- Environment: Does the environment support visual access?
- Timing: How does this particular time of day affect visual access?
- Materials: Are the materials and presentation visually accessible and support multisensory use?
- How: What are the instructional procedures?

What are you asking the student to do?

3 Step 3: Reliable Response

- How will the student respond? (point, reach, take, place, look, speak, write, etc.)
- What does a correct response look like?
- What does an incorrect response look like?

How will the student show attention and comprehension?

4 Step 4: Reinforcement

- What is the reinforcement system?
- What is my response when the student is correct?
- What is my response when the student is incorrect?
Where does a prompt come in?

How will the student gain feedback?

Begin Instruction

Data and Ongoing Monitoring

- Document response on data sheet
- Detail when prompts were required
- Consistently analyze and evaluate data to measure regression, plateau, or skill increase.

If something is not working, change it! Go back to Step 1.