

A laptop with a microphone and a pen on a desk.

TERM 3
2021

Short Course Systemic Instruction



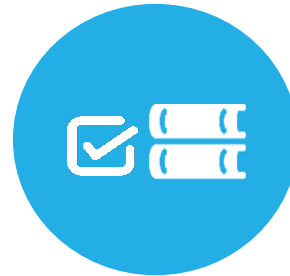
In 2021, CSNSW will become an authorised provider of NESA accredited PD.
The accreditation of all courses is pending.



Online Professional Learning Community



Individual Coaching & Mentoring



Evidence-based Professional Learning



Professional Development

“

I loved how there was the group and then 1:1 sessions. It was great to listen to others but have that 1:1 time with Bree to discuss further my specific student. That was most beneficial for me.

”



INSTRUCTIONAL STRATEGY: SYSTEMIC INSTRUCTION

A professional learning* short course targeting the evidence-based instructional strategy of Systemic Instruction for students with disabilities.

By the end of this course, participants will:

- be proficient in the use of systematic instruction as an instructional strategy to support students
- develop the tools to successfully implement response prompting procedures within their classroom
- trial systematic instruction procedures in their classrooms with selected students and collect student data to identify how students are responding to the instructional strategies

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Format:

This course will be delivered online over a period of seven (7) weeks and include:

- Participation in a professional learning community via Zoom for 45 minutes in weeks 1, 2, 3 and 7
- Expert live coaching (virtually via Zoom) in applying systematic instruction procedures in your own classroom setting during weeks 4 and 6
- Access to research and instructional videos
- Advice on completing self and peer fidelity checklists

“ *It is very rare that you do teacher PD where you get to have support into your classroom.* ”

Term 4 Instructional Strategies Course Participant

KEY DATES Term 3 Intake

9 June

REGISTRATION OPENS

14 July

LAST DAY TO SUBMIT ONLINE
APPLICATION FOR COURSE

20 July

SUCCESSFUL APPLICANTS
CONTACTED BY CSNSW

29 July

T3 W3

COURSE COMMENCES

9 Sept

T3 W9

COURSE CONCLUDES



Dr Bree Jimenez

- Associate Professor of Special Education
University of Texas, Arlington
- Honorary Research Associate
University of Sydney

ABOUT THE PRESENTER:

Bree's research focuses on the use of evidence-based practices to support students with intellectual disabilities and ASD. Bree provides professional development and consultancy support to schools and state jurisdictions both within Australia and the United States.

After four years in Sydney, where she was based at Mater Dei Camden, Bree returned to the United State in mid-2020. During her time in Australia, she also worked across a number of Catholic schools and dioceses.

Bree will be a keynote speaker at the CSNSW Disruptability Conference in November.

“ Thank you, Bree, as I have changed the way I am teaching in my classroom, since completing the short course instructional strategies. ”

Term 3 Instructional Strategies Course Participant

Overview of Systematic Instruction

Definition:

Systematic instruction is a set of strategies used to teach new skills using carefully planned prompting and feedback.



[READ MORE](#)

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❖ Evidence-Based Practice:

FBA's are an evidence-based practice to support students with autism and intellectual disability. Teachers & educational staff use functional behaviour assessments to design behaviour intervention plans when students engage in challenging behaviour that is not improved by classroom management or standard interventions.

❖ Cohort Focus:

Research suggests that systematic instruction can be effectively implemented with learners from early childhood through to secondary school.

❖ Domains:

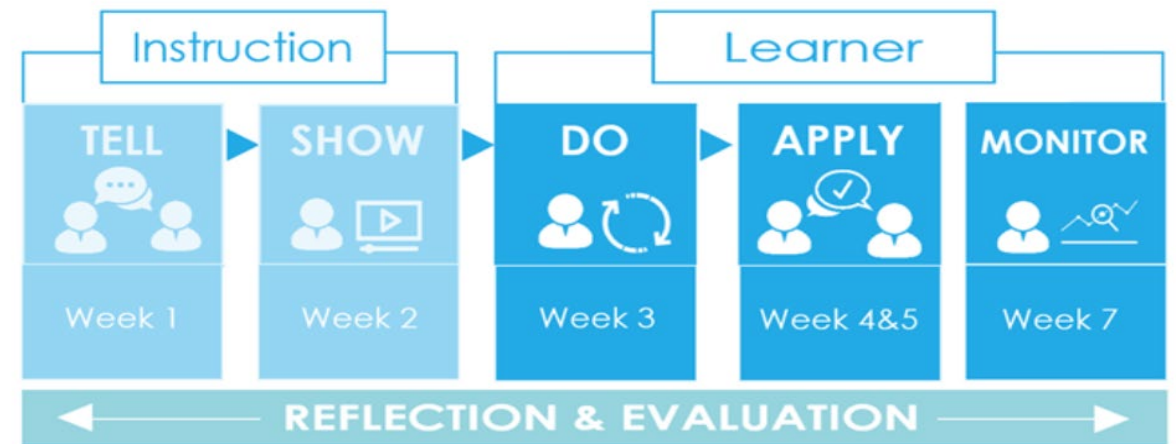
Academic, social skills, communication skills, functional life skills

❖ Settings:




Home, community and school


Tell, Show, Try and Apply Method


This instructional technique builds context, demonstrates the desired performance and allows the learner to apply it



Course Outline:

SESSION	FOCUS AND CONTENT	EXPLANATION OF PROFESSIONAL DEVELOPMENT ACTIVITIES
<p>WEEK 1:</p> <p>Thursday 29 July 2021 (Term 3 Week 3)</p>  <p>9 am (45 min)</p>	<p>Systematic instruction is an evidence-based practice for teaching students with disabilities.</p> <p>Systematic instruction consists of a group of instruction practices based on the principles of applied behaviour analysis (ABA) that have been identified by a large body of research as being effective with learning with intellectual disability and autism. Systematic instruction can be divided into stimulus (what happens before/presentation) prompts and response (what happens after stimulus is presented) prompts</p>  <p>Research background including:</p> <ul style="list-style-type: none"> • https://ebip.vkcsites.org/data-sheets/ • https://cedar.education.ufl.edu/wp-content/uploads/2014/09/IC-3_FINAL_03-03-15.pdf 	<p>TELL:</p> <p>Teachers will be presented with the research evidence on systematic instruction to support its use as an instructional strategy to teach social skills, academics, and life skills. Teachers will learn about both stimulus and response prompts for supporting student learning.</p>
<p>WEEK 2:</p> <p>Thursday 5 August (Term 3 Week 4)</p>  <p>9 am (45 min)</p>	<p>Teachers will engage in watching several videos of actual teachers using systematic instruction, specifically response prompting strategies, to teach various skills (e.g., behaviour, life skills, maths, science).</p> <p>Teachers build their knowledge of the response prompting procedures (i.e., time delay, least intrusive prompting, and task analysis) to use in their own context.</p>	<p>SHOW:</p> <p>Teachers are shown via the systematic instructional prompting strategies.</p> <p>Teachers have access in small groups and will work together to</p> <ul style="list-style-type: none"> • analyse the video • collect data on student responses, and • discuss the steps the teachers used in the video, aligned to fidelity checklists for each response prompting strategy.

<p>WEEK 3:</p> <p>Thursday 12 August 2021 (Term 3 Week 5)</p>  <p>9 am (45 min)</p>	<p>Using selected students' teachers' try the systematic instruction practices, planning for specific student skills and instruction needs, through the development of Systematic Instruction Plans (SIPs) (i.e., implementation and data collection plans).</p> <p>Teachers will need to have considered the students best suited to these instructional practices and in which subject area.</p>	<p>TRY:</p> <p>After watching videos of systematic instruction, teachers will 'try' by developing SIPs to fit their own student individualized learning needs by establishing orderly and workable routines for students to learn new skills through the integration of response prompting strategies. Fidelity checklist will be used as the guide for implementation points.</p>
<p>WEEK 4 & 6</p> <p>Week beginning Monday 16 August</p> <p>Week beginning Monday 30 August</p> <p>Individual Coaching and Mentoring with Bree (Times negotiated)</p>	<p>Teachers trial systematic instruction procedures in their classrooms with selected students over a 2-3 day period.</p> <p>They incorporate response prompting strategies, as a research-based strategy that utilizes explicit instruction to support student growth across academic, social and behavioural domains and use their instructional progress monitoring data to determine the effects of the procedures and/or ways to improve to support and expand meaningful curriculum learning (e.g. least to most prompting to increase independent responses to comprehension questions during literacy).</p> <p>Teachers will establish and maintain orderly and workable routines creating a positive learning environment by giving students access through systematic and explicit prompts they need, offering them independence and keeping them engaged.</p>	<p>APPLY:</p> <p>After developing a systematic instruction plans, teachers will apply their instructional skills in the classroom with a student using safe and ethical procedures; taking instructional data over 2-3 days.</p> <p>An expert coach/mentor in systematic instruction provides individual feedback over this period. This coaching/mentoring section concludes with the expert coach/mentor assessing the participant using a fidelity checklist.</p>

<p>WEEK 5: Week beginning Monday 23 August</p> <p>(Term 3 Week 6) NO FORMAL SESSION</p>		<p>MONITORING: Individual implementation and data collection in classroom.</p>
<p>WEEK 7:</p> <p>Thursday 9 September 2021 (Term 3 Week 9)</p> <p> 9 am (45 min)</p>	<p>Reflection on the implementation of systematic instructional procedures done in classrooms</p> <p>The data collected will be brought back to the larger group in the course for reviewing of instructional fidelity and assessing improvements in learning outcomes for students.</p>	<p>REFLECTION AND EVALUATION:</p> <p>Large group feedback session that allows each teacher to present their results for two minutes and evaluate their experience.</p> <ol style="list-style-type: none"> 1. Each teacher shows one or two of their usages of systematic instruction 2. Each teacher talks about the data collected answering the question <ol style="list-style-type: none"> a. How did you address identified student learning needs? b. How do you know? 3. Reflect on what you learnt <ol style="list-style-type: none"> a. What you would do again? b. What do you need to do differently? 4. Group gives feedback WWW and EBI (What Went Well Even Better If)

“

I love how the Instructional Strategy Short Course forced me to reflect on how explicit my practice is and try to put yourself in the shoes of my students.

Instructional Strategies Course Participant

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Interested?

Sound like teaching strategies you would like to implement in your classroom?

Click below to complete a short application to apply for the program.



[Register interest here](#)

APPLICATIONS CLOSE 14 July



Catholic Schools New South Wales (CSNSW) was established in 2017 by the 11 diocesan Bishops as the overarching entity for the purposes of advancing education and religion in all Catholic schools in NSW. It also exists to ensure that Catholic schools meet their compliance requirements and can measure their activities in such a way as to maximise the education and faith outcomes of students.