

# Systematic Instruction Plan (SIP)

Student: Leigh Grade Level: 7 Date of plan: 9/2/09 Current Symbol use: nonverbal, limited sight words, picture symbols (digital for some abstract symbols), Concrete Symbolic Communication Level

## Content



MATH

SCIENCE

SOCIAL STUDIES

Specific strand(s): Reading for Understanding - Narrative Story

State Standard: Grade 7: Competency Goal 2: The learner will synthesize and use information from a variety of sources.

Objectives: 2.01 – Respond to informational materials that are read, heard, and/or viewed by summarizing information.

Alternate Achievement: The learner will explore and respond to a variety of print and non-print texts (functional and literary)

• Explore and/or analyze relationships of characters, ideas, concepts (including literary devices) and/or experiences • Extend understanding by creating products that exemplify specific types of text.

Recommended Priority Skill: Identify and compare main idea and supporting details using complex strategies and complex age appropriate text (such as across chapters or themes within texts).

Objective: Identify main idea from a chapter including at least one supporting detail after repeated readings.

## FORMAT

Unit description (What, from where): Unit on Adversity (Island of the Blue Dolphins)

Materials: Graphic organizer with picture symbol representation of possible options, adapted 7<sup>th</sup> grade chapter book

Adaptations needed (if any) Picture symbols of all responses and distracter pictures, adapted chapter book, voice out put

Alternate materials (if any): choice board with Velcro pieces

Setting/When: embedded during lesson within the general education classroom for entire unit of instruction

Who will teach this target behavior: special education teacher and peer mentor

## INSTRUCTIONAL PROCEDURES

### Prompting

Specific prompt(s) to be used: nonspecific verbal, specific verbal, model, physical

### Fading (check one):

- None (simultaneous prompting)
- Time Delay: Progressive \_\_\_\_\_ or Constant \_\_\_\_\_
- Least Intrusive prompts
- Most to Least Intrusive Prompts
- Graduated Guidance
- Stimulus fading and shaping
- Other (describe) \_\_\_\_\_

Define planned fading schedule: wait 5 second for Leigh to respond, if no response then give non-specific verbal prompt (e.g., what do we need to do next?), wait 5 seconds, if no/incorrect response then give specific verbal prompt (e.g., Is this the main idea or is this the main idea- while pointing to each), wait 5 seconds, if no/incorrect response then model (find the main idea and place back in array of options), if no/incorrect response then physically guide student to answer. Repeat for supporting detail.

### Feedback

Praise: correct answers "Nice job, you found the main idea (or supporting detail)." Incorrect answers-redirected – no praise.

Fading schedule for praise: after 3 consecutive correct answers, start to praise every other correct response. After both main idea and supporting detail are completed correctly, praise when task is complete, rather than each individual response.

Error correction: if starts to answer wrong, stop waiting for prompt, and start next intrusive level of prompting.

### Generalization Procedures

Define plans for student to generalized learned target behavior: Different grade appropriate text, different chapters, taught within unit (4-5 lessons), with teacher and peers.

### Promotion of Self-Directed Learning

Define plans: Ss can choose which text to work on and select peer groups to work with in gen ed classroom.

**Student Name:** Leigh

**Target Behavior:** ID main idea and supporting detail.

**Criterion for Mastery:** Independently identify main idea from a chapter including at least one supporting detail after repeated readings with 100% accuracy.

100													
90													
80													
70													
60													
50													
40													
30													
20													
10													
0		Supporting detail											
%		Main idea											
100		DATE											