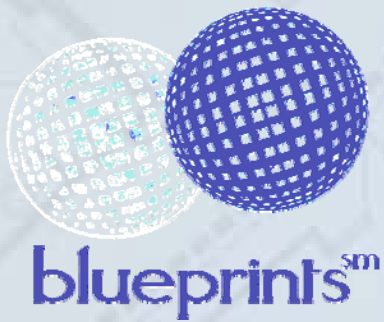


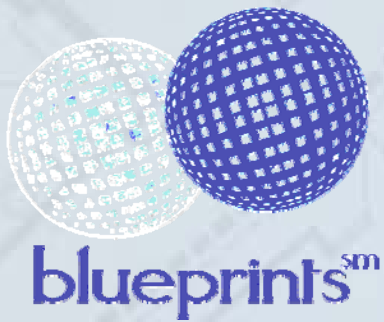
GOOD INSTRUCTION INVOLVES...

a better context for a better life



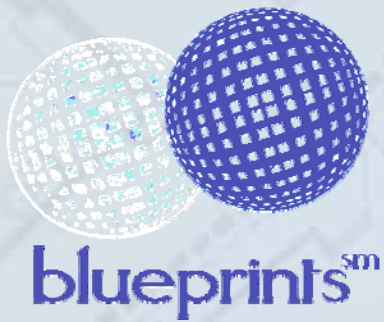
General Session

- Uses age appropriate voice tone
- Spaces high/low preference activities
- Provides multiple opportunities to practice the target skill
- Arranges environment to allow increased independence
- *Arranges the environment to encourage communication*



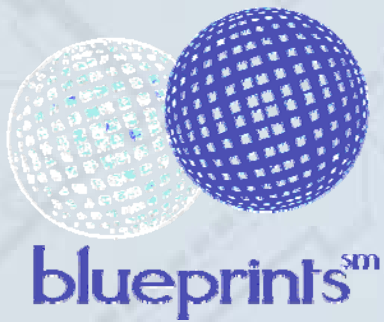
General Session

- Arranges turn-taking/sharing opportunities
- Offers choices of activities and rewards
- Delivers rewards for attending
- Avoids nagging and reprimands
- Provides participant with clear option to avoid or escape a task



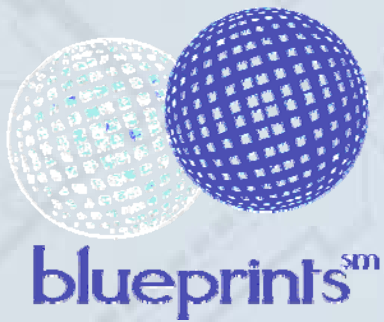
General Session

- Respects participant's choices and opinions
- Provides opportunities for participant to demonstrate strengths
- Provides participant control over their environment whenever possible



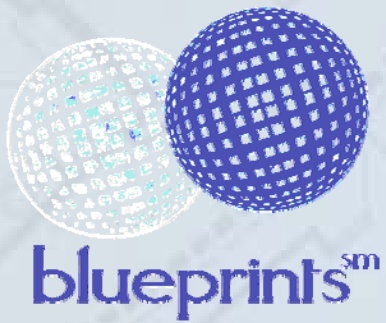
Preparation

- Changing area is organized and safe
- Equipment and materials required for instruction are appropriate and accessible
- Instructor's proximity to participant is appropriate
- Conducts preference & reward assessments



Accountability & Decision Making

- Modifies teaching conditions in response to participant's performance
- Changes the teaching goals based on participant's performance
- Decide on a moment-to-moment basis which skills can best be practiced at any given time
- Change the focus of instruction under both favorable and unfavorable conditions



General Session

A

Snowplow 3 times before we get to the lift



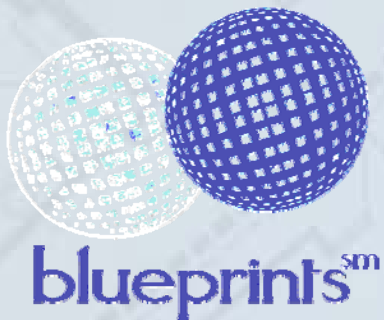
B

Used snowplow to come to complete stop 3 times



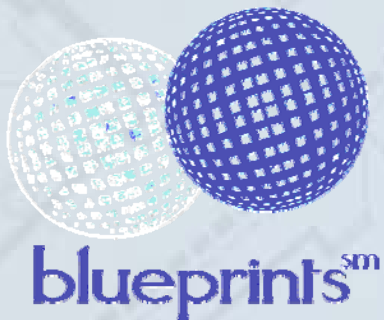
C

Great stopping with your skis making a pizza, Deb!



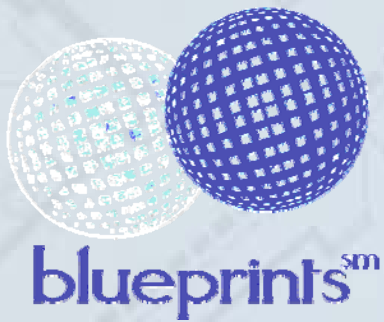
Antecedents

- Plans instruction appropriate to participant, skill performance and teaching goal
- Selects environment conducive to teaching goal
 - Flat land first
- Gains participant's attention before presenting instruction
 - “1,2,3, eyes on me”



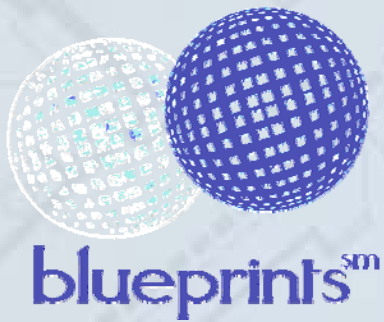
Antecedents Cont'd

- Sets clear expectations about desired performance
 - Claire, we're going to work on stopping. When we practice stopping you need to make a pizza with your skis (showing her pizza shape with skis). We're going to practice 3 pizzas and then we get to ski the rest of the way down.
- States goal of the activity
 - This activity will help you learn how to turn
- States the what participant must do to earn goal
 - "To get to look at pictures in the lift line you need to do 3 turns. How many turns do you have to do to listen to music?"



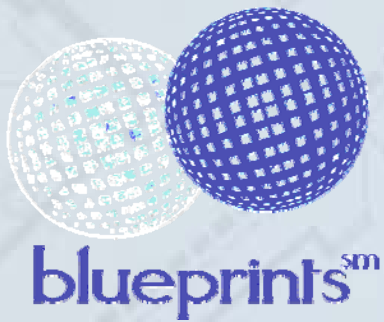
Consequences

- Uses behavior specific praise within 2 seconds of participant's response.
 - “Great job looking up the hill and being safe!”
- Backs up praise with tangible reward
- Uses rewards specific to the participant
 - “Jack what is your best Wii score?” (Jack's favorite thing to talk about is Wii.)



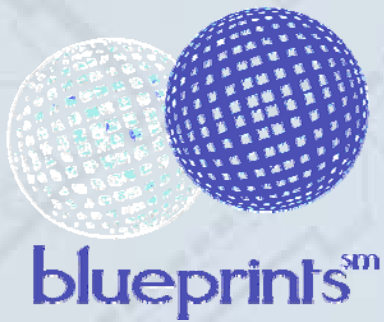
Consequences Cont'd

- Delivers rewards that are equal to the amount of behavior required
 - “Jill let’s look at those pictures on my phone while we’re in the lift line!”
- Delivers rewards contingent on approximations to teaching goal
 - “Super job pointing your eyes downhill!” (Jack’s working on facing his waist/shoulders downhill)



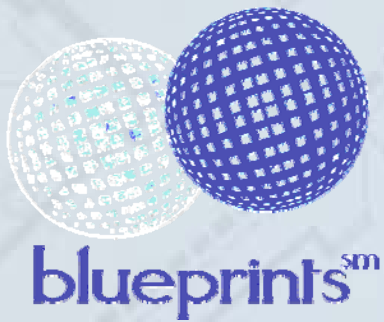
Teaching Strategies

- Uses model, lead, test
- Takes a stair-step/shaping approach to improve participants performance on a skill
- Pre-teaches when task is new
- Provides corrective feedback in a neutral tone



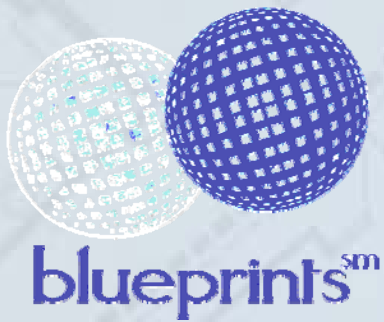
Misbehavior Management

- Ensures participants are safe at all times
- Ignores misbehavior whenever possible
- Discreetly redirects participant's behavior when applicable
- Specifies replacement behaviors



OFA Teaching Model

- **For a drill, for a day, a season...**
 - Introduce the learning segment
 - Constantly assess the student(s)
 - Determine goals and plan objectives
 - Present and share information
 - Provide guided practice
 - Check for understanding
 - Summarize



Be a GREAT instructor

- Goal
 - Pick your teaching goal
- Reward
 - What are you working for?
- Expectations
 - Reward to be earned and action required to earn it (number/time)
- Action
 - Do it!
- Treat
 - Deliver the reward