



Higher National Unit specification: general information

Unit title: Systematic Instruction: Facilitation for Everyday Living

Unit code: H1SX 34

Superclass: GA

Publication date: September 2012

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This Unit is designed for staff working with people with additional support needs to support them to achieve maximum independence in their lives. This may be support workers, classroom assistants, personal assistants and supported employment staff. The Unit develops the candidates' knowledge and understanding of the core values and principles which underpin effective facilitation strategies to help people achieve their goals. It allows them the opportunity to apply skills relating to negotiating and implementing a facilitation plan. It will also develop negotiation skills and encourages reflective practice.

On completion of the Unit the candidate should be able to:

- ◆ Explain the values and skills required to deliver Systematic Instruction
- ◆ Negotiate and develop a facilitation plan
- ◆ Implement and review a facilitation plan

Recommended prior knowledge and skills

Although entry is at the discretion of the centre, it is recommended that candidates should have good communication and interpersonal skills. This could be evidenced by the achievement of a nationally recognised qualification. In addition, candidates should preferably have some real experience of supporting people with additional support needs in a paid or voluntary capacity.

General information (cont)

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF Credit Points at SCQF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes of this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Systematic Instruction is a strategy designed for people with complex and profound learning difficulties to help learning in all aspects of their lives.

This Unit develops the candidate's knowledge of the values and principles which underpin effective facilitation strategies to enable people with additional support needs to achieve maximum independence in daily living or employment in a supported context. It offers candidates the opportunity to apply skills relating to negotiating, implementing and evaluating a facilitation plan, while embedding the values and principles.

This is a free-standing HN Unit at SCQF level 7 and is an optional Unit in the PDA in Supported Employment: Advanced Practice at SCQF level 8. It could also be used independently for purposes of Continuing Professional Development.

Throughout the Unit candidates should be encouraged to relate and apply their learning to their experiences of the people with whom they work.

Higher National Unit specification: statement of standards

Unit title: Systematic Instruction: Facilitation for Everyday Living

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Explain the values and skills required to deliver Systematic Instruction.

Knowledge and/or Skills

- ◆ Current relevant legislation
- ◆ Historical context of Systematic Instruction
- ◆ Institutionalised barriers and how to overcome them
- ◆ Outcome focussed approaches used in Systematic Instruction
- ◆ Asset based approach
- ◆ Natural and artificial reinforcement
- ◆ Motivational features of any environment
- ◆ Practical skills required to deliver Systematic Instruction

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ Explain the importance of Systematic Instruction in supporting socially valued roles for people with additional support needs
- ◆ Outline the practical skills required for effective delivery of Systematic Instruction
- ◆ Identify and explain the institutionalised barriers that prevent clients in achieving personal Outcomes within one environment
- ◆ Describe ways of negotiating and facilitating an asset-based approach for one client
- ◆ Identify **three** examples of artificial reinforcement

Higher National Unit specification: statement of standards (cont)

Unit title: Systematic Instruction: Facilitation for Everyday Living

Outcome 2

Negotiate and develop a facilitation plan.

Knowledge and/or Skills

- ◆ Techniques used in Systematic Instruction
- ◆ Safety and confidentiality
- ◆ Environmental analysis and risk assessment
- ◆ Activity analysis and risk enablement
- ◆ Typical approaches to performing a task, job or routine
- ◆ Data collection
- ◆ Topographical and functional facilitation
- ◆ Core, episodic, job or task related routines
- ◆ Unique cultural environmental features
- ◆ Seven phase sequence of Systematic Instruction
- ◆ Typical steps and cues
- ◆ Consequences of missing a step or cue

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ Complete a full activity/job analysis within **two** different environments
- ◆ Negotiate a facilitation plan for **two** clients using the seven phase sequence
- ◆ Compile an inventory of steps, cues and consequences for **two** learning situations

Higher National Unit specification: statement of standards (cont)

Unit title: Systematic Instruction: Facilitation for Everyday Living

Outcome 3

Implement and review a facilitation plan.

Knowledge and/or Skills

- ◆ Decision making using the Seven Phase Sequence approach
- ◆ Intensive Systematic Instruction and when to use it
- ◆ Methods of transferring information effectively
- ◆ Teacher/ learner power dynamics
- ◆ Data analysis
- ◆ Inventory facilitation
- ◆ Discrepancy analysis
- ◆ Strategies for facilitating learning for those with high support needs

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ Implement a facilitation plan that demonstrates agreed decisions for **one** straight forward and **one** intensive situation
- ◆ Select and apply **two** facilitation formats to **each of two** different clients
- ◆ Continuously evaluate the facilitation plan and implement changes as required

Higher National Unit specification: support notes

Unit title: Systematic Instruction: Facilitation for Everyday Living

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

This Unit is designed for those who are working or plan to work with people with additional support needs. This may be support workers; classroom assistants; personal assistants and supported employment staff. This Unit provides the candidate with the opportunity to develop their knowledge and understanding of Systematic Instruction and all of its potential applications.

It is designed to provide candidates with professional knowledge, values and skills of Systematic Instruction which can then be related to providing support for people with additional needs. Throughout the Unit candidates should be encouraged to apply their learning to the experiences of the people with whom they work.

This is a free-standing HN Unit at SCQF level 7 and is an optional Unit in the PDA in Supported Employment: Advanced Practice at SCQF level 8. It could also be used independently for purposes of Continuing Professional Development.

As this Unit provides the candidate with the knowledge and understanding of Systematic Instructional techniques and allows opportunities to apply these skills in his/her own working environment, it would be helpful for the candidate to be given some background and the following documents are suggested as suitable background information.

A Strategy for Planning Meaningful Life Activities was written by Mike Callahan, Norciva Shumpert, Melinda Mast of Marc Gold & Associates in 2001. The paper recognises that people with severe disabilities have led lives largely separate from their communities, and have not had opportunities to participate in the associations available in their local communities. It offers a strategy to develop the meaningful inclusion of people with severe disabilities in all aspects of community living.

A Working Life for All Disabled People: The Supported Employment Framework for Scotland was released by the Scottish Government and COSLA in February 2010. The Framework acknowledges that many disabled people in Scotland face substantial barriers to gaining and sustaining work and that more needs to be done to support those who want to work.

The model of Systematic Instruction is that of facilitating learning in the natural environment, where skills learnt will be used. It was developed by Marc Gold in the 1960's and 70's. The strategy was specifically designed for people with complex and profound learning difficulties to help learning in all aspects of their lives.

Higher National Unit specification: support notes (cont)

Unit title: Systematic Instruction: Facilitation for Everyday Living

Systematic Instruction assumes that success is possible for all people – even those once considered too disabled to be employed. An important part of the Systematic Instruction philosophy is that everyone is ready for anything, including work, if the correct support is available.

Outcome 1 gives the candidate the opportunity to explain the values and skills required to deliver Systematic Instruction.

Relevant legislation could include:

- ◆ Equality Act 2010
- ◆ Adult Support and Protection (Scotland) Act 2007
- ◆ Protection of Vulnerable Groups (Scotland) Act 2007
- ◆ Health and Safety at Work Act 1974

Institutionalised barriers are policies, procedures, or situations that systematically disadvantage certain groups of people. Individuals are blamed for failures or difficulties that actually result from these barriers. These individuals are seen as needing 'special' help.

A founding principle of Systematic Instruction is that educators base their teaching upon their students' personal learning styles. A key element of Systematic Instruction training is teaching the teachers how to recognise which cues or prompts best help the learner complete the complex task. Each learner may respond to different cues. For example people with visual impairments may respond to auditory prompts while a deaf person will use visual cues. There are a variety of types of cues/prompts to choose from:

- ◆ Demonstration-showing the client how to perform the task by doing it yourself
- ◆ Verbal-telling someone how to do a task
- ◆ Gestures-pointing — motioning with your hands
- ◆ Physical Assisting — using 'hand on hand' approach, guiding the client through the job steps
- ◆ Other-written symbols — instructions, audio tapes, physical adaptations to the task.

The **main principles** of Training in Systematic Instruction are

- ◆ Learning for work is best done in a real work place, surrounded by other working people.
- ◆ When clients are expected to succeed or behave in a certain way, they often live up to that expectation.
- ◆ Training/learning the job is best delivered through 'natural' supports, such as a work place mentor (buddy).
- ◆ Support needs to be available to both the client and the natural trainer.
- ◆ Responsibility for the learning rests with the trainer.

Outcome focussed approaches rely on determining the required results and then identifying the skills and knowledge needed to achieve those results.

Higher National Unit specification: support notes (cont)

Unit title: Systematic Instruction: Facilitation for Everyday Living

The practical skills required to deliver Systematic Instruction include:

- ◆ Communication skills
- ◆ Observational skills
- ◆ Analytical skills
- ◆ Organisational skills
- ◆ Critical thinking
- ◆ Decision making/action planning
- ◆ Leadership
- ◆ Relationship building
- ◆ Negotiation

The key elements of instruction are:

- ◆ Facilitating the staff to develop a positive teaching relationship with the client
- ◆ Ensuring that the steps of a task are completed in the same order each time, which is easier to learn
- ◆ Errorless learning — not trial and error. The trainer needs to learn the task first
- ◆ 'No news is good news', natural praise and reward
- ◆ Instructor fades when the task is learnt so the client can take responsibility for completion
- ◆ Always taking the lead from the working environment

Outcome 2 allows the candidate the opportunity to demonstrate his /her skills and knowledge on negotiating and developing a facilitation plan. The candidate will require underpinning knowledge of the nature of analysing an environment.

Techniques used in Systematic Instruction:

- ◆ Vocational profiling — a detailed picture of the person through spending time with the person, talking to their support network and friends, and trying out new activities.
- ◆ Person Centred Employment Planning — involving the person, carers and others to arrive at specific employers to target for specific types of work.

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Higher National Unit specification: support notes (cont)

Unit title: Systematic Instruction: Facilitation for Everyday Living

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- ◆ Person Centred Employment Planning — involving the person, carers and others to arrive at specific employers to target for specific types of work.
- ◆ Job Analysis — looking at the specific job from tasks involved, to training and support on the job, the culture of a worksite and any tasks associated with being employed on that site, eg using the canteen or local shops at lunchtime
- ◆ Task analysis — this is a method of breaking down the task into steps such that it can be more efficiently taught and problems more easily identified
- ◆ Data Collection — keeping records of people's learning, achievements or production in a simple and useful manner

Candidates should understand the importance of the analysis process and will prepare complete two full job/activity analysis. The format of the documentation will vary for different organisations, but should be person — centred and clientised.

Candidates should also have an understanding of the seven phase sequence:

- ◆ Determine Natural Ways (Culture, Methods, Contents, Assisting Relationships, Procedures)
- ◆ Determine Natural Means (Training Approaches, Motivating Strategies, Rules)
- ◆ Identify and Enlist Natural People (Supervisors, Co-Workers, Mentors)
- ◆ Facilitate/Train (With Support From Job Trainer)
- ◆ Support/Assist/Substitute For Natural People (Other Co-Workers, Job tutor)
- ◆ Reconsider Natural Means (Determine Approaches Work Best, Are Some Motivating Strategies Working Better Than Others?)
- ◆ Adapt/Modify/Change Natural Ways (What Works, What Needs Adaptation)

Outcome 3 allows the candidate the opportunity to demonstrate his/her skills and knowledge in Implementing and reviewing a facilitation plan. The candidate will require underpinning knowledge of the nature of effective facilitation strategies.

The candidate will need to understand:

- ◆ Decision making using the seven phase sequence
- ◆ When information should be given
- ◆ What kind of information should be given
- ◆ How much information should be given
- ◆ Power dynamics in facilitation
- ◆ Data analysis
- ◆ Using an inventory to facilitate a task/ routine
- ◆ Making training decisions based on discrepancy analysis
- ◆ Formats for structuring facilitation

Higher National Unit specification: support notes (cont)

Unit title: Systematic Instruction: Facilitation for Everyday Living

They should also be aware of the following guidelines for using assists:

- ◆ Follow the natural methods for communicating information and training where they are relevant and appropriate
- ◆ Begin with the most natural prompts or assists and only increase power as necessary
- ◆ Choose prompts or assists which best match the environmental conditions, eg noise, space, safety, etc
- ◆ Use physical prompts only when necessary and withdraw them as soon as possible
- ◆ Not giving enough help will prevent the learner from experiencing success
- ◆ Giving too much help will prevent the learner from becoming competent
- ◆ You must use only give the amount of help that is strictly necessary for successful completion of the step or task

Where and when the support should be provided and by whom is dependent on the person's needs and the resources available. Wherever it is provided, the candidate should be aware of the need for:

- ◆ Confidentiality
- ◆ An understanding of the values and principles that underpin Systematic Instruction
- ◆ Reporting and recording

Guidance on the delivery of this Unit

The Unit has three Outcomes.

Throughout the Unit candidates should be encouraged to relate and apply their learning to their experiences of the people with whom they work.

In Outcome 1 delivery and discussion should focus on the aims; key principles and practical techniques of Systematic Instruction including organising information; facilitation strategies and the values that underpin the system. They should learn how these can be applied to supporting people with additional support needs in all aspects of their lives and should also demonstrate how they apply these principles in their working practice. Candidates should also be introduced to the practical skills required to deliver systematic instruction.

In Outcome 2 candidates should, in collaboration with the natural supporters, employers or co-workers, be encouraged to produce a specialised, personalised, clientised programme of help and support for a client with the aim of withdrawing this support gradually, and only when the person is able to perform an activity task, job or routine independently.

In Outcome 3 the focus is on evaluating the effectiveness of the facilitation plan produced by the candidate. An important aspect of this Outcome is to develop evaluation skills, including reflecting on own, and other's contribution to the process and implementing changes as required.

The tutor should use good communication and interpersonal skills. There should be procedures in place for recording progress and addressing any difficulties that arise.

Higher National Unit specification: support notes (cont)

Unit title: Systematic Instruction: Facilitation for Everyday Living

Guidance on the assessment of this Unit

There are three instruments of assessment for this Unit.

Assessment Guidelines

Outcome 1

Outcome 1 could be a written assignment or oral presentation that demonstrates knowledge, understanding and understanding of the principles of Systematic Instruction and how these have been applied.

Outcome 2

Evidence could include the completion of two detailed job/activity analyses and one inventory and could include a summary of the negotiations and rationale for agreed action plans.

Outcome 3

Evidence for Outcome 3 is assessed by an assignment based on two case studies. The case study could be based on clients with whom the candidate is working. Candidates will need to evidence the process of facilitating one straight forward and one complex activity, task, job or routine through to a successful conclusion. Direct observation could be used as evidence and should be supported by a checklist.

Online and Distance Learning

This Unit could be delivered by open learning. However it would require planning by the centre to ensure the sufficiency and authenticity of candidate evidence.

Opportunities for developing Core Skills

There are opportunities to gather evidence towards the Core Skill of *Communication* at SCQF level 6 although there is no automatic certification of Core Skills or Core Skills components.

There will be opportunities to develop the Core Skill of *Communication* at SCQF level 6, *Problem Solving* at SCQF level 5 and *Working with Others* at SCQF level 5 in this Unit.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

History of changes to Unit

Version	Description of change	Date

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General information for candidates

Unit title: Systematic Instruction: Facilitation for Everyday Living

This Unit is for you if you work with people with additional support needs to support them to achieve maximum independence in their lives. This could include people with high and/or complex support needs. You may be for example: a support worker, classroom assistant, personal assistant or supported employment worker. The Unit develops your knowledge and understanding of the core values and principles which underpin effective facilitation strategies to help people achieve their goals. It allows you the opportunity to apply skills relating to negotiating and implementing a facilitation plan. It will also develop your negotiation skills and encourages reflective practice.

On completion of the Unit you should be able to:

- ◆ Explain the values and skills required to deliver Systematic Instruction
- ◆ Negotiate and develop a facilitation plan
- ◆ Implement and review a facilitation plan

Assessment for the Unit will be via a portfolio of evidence with three distinct elements as follows:

For Outcome 1 you will demonstrate your knowledge and understanding of the principles of Systematic Instruction and how you have applied these principles within one real life situation. This could be in the form of a written or oral presentation.

For Outcome 2 your evidence should include the completion of two detailed job/activity analyses and one inventory.

Outcome 3 could be an assignment based on two case studies. The case study could be based on people with whom you are working. You will need to evidence the process of facilitating one simple and one complex task, job or routine through to a successful conclusion.