Slide Handouts: Instruction –
Gathering the Information Part 1

Slide notes

Welcome to Module 6: Lesson 2. Instruction: Gathering the Information

Lesson Objectives

- To identify the characteristics of instructional practices

- To identify the four phases of learning:

  - Acquisition
  - Fluency
  - Maintenance
  - Generalization

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After viewing all of the lessons in this module, you will be able to identify the characteristics of instructional practices and identify the four phases of learning. In Part 1, we will cover instructional practices, as well as acquistion, the first phase of learning.

What Are Instructional Practices?

"Instructional practices are intentional and systematic strategies to inform what to teach, when to teach, how to evaluate the effects of teaching, and how to support and evaluate the quality of instructional practices implemented by others" (DEC, 2014.)

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Instructional practices are intentional and systematic strategies to inform what to teach, when to teach, how to evaluate the effects of teaching, and how to support and evaluate the quality of instructional practices implemented by others.

Why Use Instructional Practices?

"The purpose of the instructional practices is to help children acquire the skills and behaviors that will help them be more independent and successful as young children and throughout their lives."

(Schwartz & Woods, 2015, p. 77)

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The purpose of the instructional practices is to help children acquire the skills and behaviors that will help them be more independent and successful as young children and throughout their lives.

DEC Recommended Practices

Module 3

INS 1-13

INS1. Practitioners, with the family, identify each child's strengths, preferences, and interests to engage the child in active learning.

INS2. Practitioners, with the family, identify skills to target for instruction that help a child become adaptive, competent, socially connected, and engaged and that promote learning in natural and inclusive environments.

INS3. Practitioners gather and use data to inform decisions about individualized instruction.

INS4. Practitioners plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines.

INS 5. Practitioners embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities.

INS 6. Practitioners use systematic instructional strategies with fidelity to teach skills and to promote child engagement and learning.

INS7. Practitioners use explicit feedback and consequences to increase child engagement, play, and skills.

INS8. Practitioners use peer-mediated intervention to teach skills and to promote child engagement and learning.

INS9. Practitioners use functional assessment and related prevention, promotion, and intervention strategies across environments to prevent and address challenging behavior.

INS10. Practitioners implement the frequency, intensity, and duration of instruction needed to address the child's phase and pace of learning or the level of support needed by the family to achieve the child's outcomes or goals.

INS11. Practitioners provide instructional support for young children with disabilities who are dual language learners to assist them in learning English and in continuing to develop skills through the use of their home language.

INS12. Practitioners use and adapt specific instructional strategies that are effective for dual language learners when teaching English to children with disabilities.

INS13. Practitioners use coaching or consultation strategies with primary caregivers or other adults to facilitate positive adult-child interactions and instruction intentionally designed to promote child learning and development.
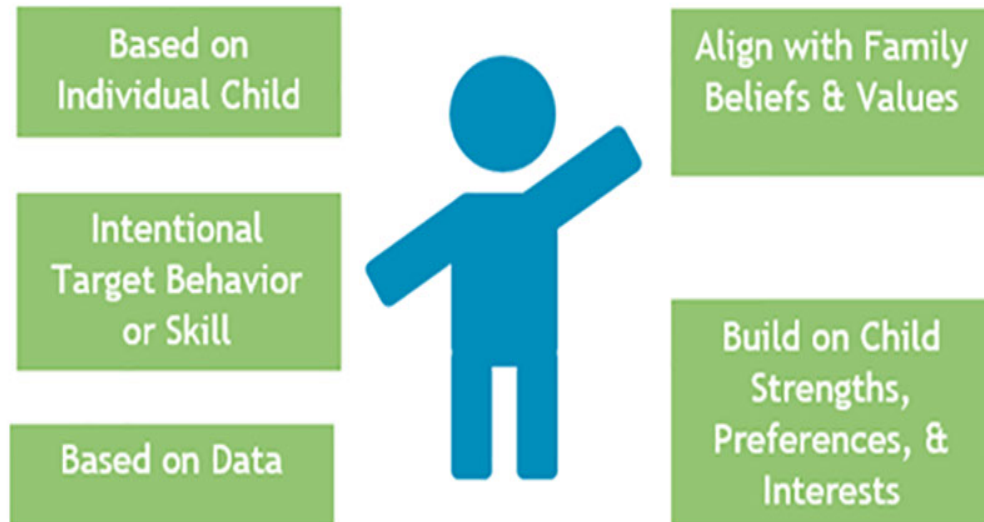
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Slide notes

The 2014 DEC Recommended Practices include the following instructional practices. Review the practices. Click continue when you are ready to move forward.

Slide notes

While there are different types of instructional practices, there are common characteristics across each type, as noted by experts Ilene Schwartz and Juliann Woods (2015). This graphic shows the common characteristics of effective instructional practice.

Slide notes

Instructional practices are intentional practices used to target a child's specific behavior or skill. They are selected based on an individual child. They align with family beliefs and values. Instruction should be based on an individual child's needs and strengths. And they are based on data about the child and build on the child's strengths, preferences, and interests.

Click on each of the green boxes to learn more about the characteristics. Then click continue when you have finished your review.

Slide notes

Instruction should be based on an individual child's needs and strengths. Use the button that says "return to list" to explore the other characteristics. If you have finished your review, click continue to continue with the lesson.

Slide notes

Families are more likely to engage in instructional strategies if they reflect their beliefs and values. It's critical to align goals or target behavior with a family's beliefs and values. Since families are the main caregivers and know their child best, they are best at identifying their child's strengths, needs, and interests. When children participate in activities that match their strengths and interests they stay engaged longer. Longer engagement leads to greater developmental growth. Together the child's family and practitioners use instructional practices to support the child's acquisition of a skill or behavior.

Use the button that says "return to list" to explore the other characteristics. If you have finished your review, click continue to continue with the lesson.

Slide notes

Instructional practices are intentional practices used to target a child's specific behavior or skill. They are selected based on an individual child. They align with family beliefs and values. Instruction should be based on an individual child's needs and strengths. And they are based on data about the child and build on the child's strengths, preferences, and interests.

Use the button that says "return to list" to explore the other characteristics. If you have finished your review, click continue to continue with the lesson.
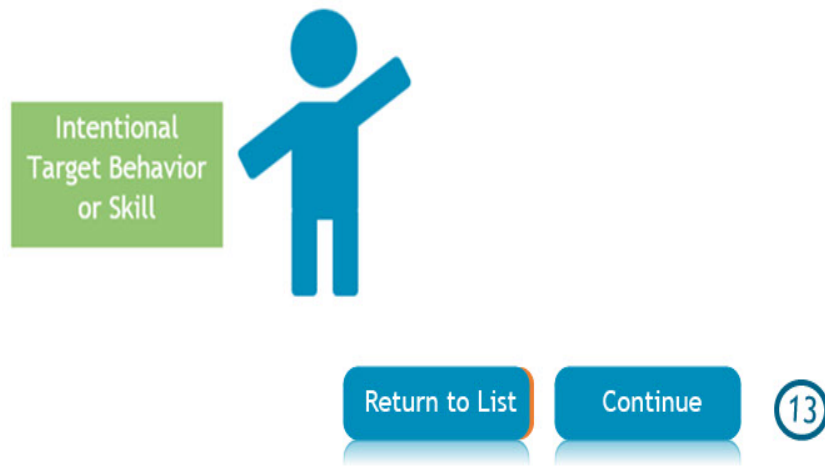
Slide notes

The target behavior or skill that is being supported is identified based on the data collected from informal and/or formal assessment of the child. For more information about conducting assessment, see our assessment module.

Use the button that says "return to list" to explore the other characteristics. If you have finished your review, click continue to continue with the lesson.

Slide notes

Although children are always learning during everyday activities, sometimes it is necessary to identify a target behavior or skill and provide intentional instruction to support children with disabilities.

Use the button that says "return to list" to explore the other characteristics. If you have finished your review, click continue to continue with the lesson.

Phases of Learning

- Acquisition- Learning to do the skill
- Fluency- Learning to do the skill smoothly and at natural rates
- Maintenance- Learning to do the skill after instruction has stopped
- Generalization- Learning to apply the skill when needed and not to apply the skill when it is unnecessary.
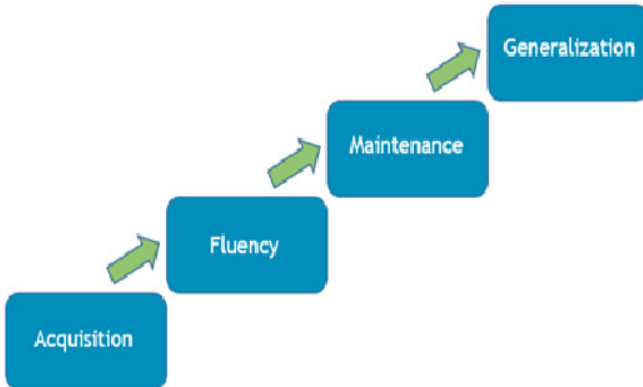
(Schwartz & Woods, 2015)

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Slide notes

There are four phases of learning that are related to instructional practices: Acquisition, fluency, maintenance and generalization.

Slide notes

To intentionally plan for how each child will be supported in the phases of learning, adults must first identify the target outcome, skill or behavior. As we unpack instructional practices used to support each phase of learning it's important to understand that these practices may overlap from one phase of learning to another.

Slide notes

Now let's talk about the first phase of learning: Acquisition.

Slide notes

Acquisition is the first phase of learning. The caregiver is beginning to teach the child to do or use the new target skill or functional behavior. This module will refer to a new skill or functional behavior as a "target skill."

Slide notes

First, a caregiver pays attention to a child's behavior during everyday activities. Noticing what a child does well, enjoys doing, or has difficulty with can provide insight when planning instruction.

Instructional Practices to Support Acquisition

- Together with the family, identify the child's strengths and interests during everyday activities

- A child's strengths can be identified as: things the child does well, things that a child is able to do over and over

- Child interests can be toys, objects, people, places, actions, or identified as things that make a child laugh, smile, pay attention to, or want to do over and over

- A child with a disability may express interests using subtle cues such as eye gaze, or vocalization

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Slide notes

Together with the family, identify the child's strengths and interests during everyday activities. A child's strengths and interests can be identified as: things the child does well, or things that a child wants to do over and over . Child interests can be toys, objects, people, places, actions, or identified as things that make a child laugh, smile, pay attention to, or want to do over and over. A child with a disability may express interests using subtle cues such as eye gaze, or vocalization.

Noticing cues: Watch the video. Let's watch a mother playing with her daughter.

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Slide notes

Let's watch a video. This mother notices her daughter's subtle cues that she is interested in the puppet. She gazes at the puppet and her mother expands her experiences by encouraging her to play with the puppet. Start the video when you are ready and then press continue when you are finished.

Slide notes

In the acquisition phase, the adult may choose to select the specific settings, activities, and events that will be used to teach the child the new skill, OR the adult may choose to teach the new skill within an activity that the child has initiated, based on his or her interests and preferences.

Slide notes

Let's look at a couple of examples of instructional practices to support acquisition. The first example involves a teacher planning to teach a child the new skill of grasping small objects. How might she go about doing this?

The teacher has planned to use the small toy animals as the small objects the child will learn to grasp. She has observed that the child has some interest in animals. She has planned to work with the child on the skill when the children are playing in the center with small animals.

Slide notes

This second approach to teaching a child the new skill of grasping small objects allows for the teacher to support the child to grasp small objects while he is engaged in self-selected play. The teacher does not require that the child move to a specific setting and use a specific material to teach the new skill.

Slide notes

Before implementing instructional practices to support acquisition, plan for, and then use specific cues or prompts to elicit the child's use of the new skill or behavior. These prompts can be:
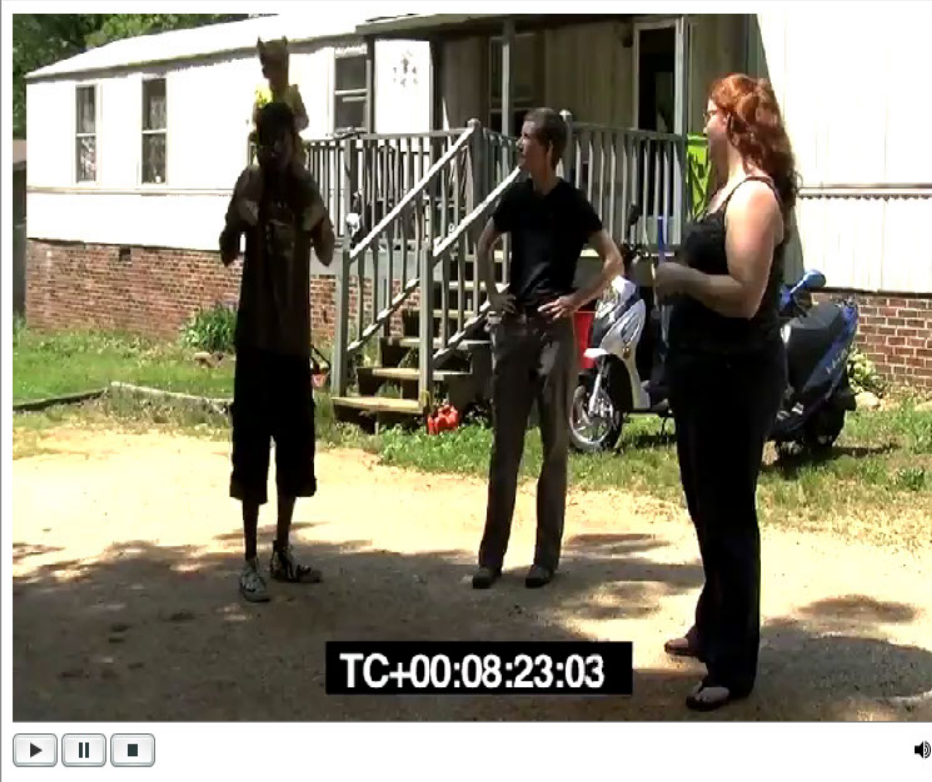
Verbal,

Visual,

Physical,

Modeling,

or Using gestures or sign language

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Using prompts: Watch the video. Let's look at an example of a family who is helping their child use sign language to request one of her favorite things, bubbles

Continue   30

Slide notes

Let's watch a video of a home visitor showing a family how to use prompts to encourage their child to request bubbles. Click the play button to watch the video. When you are done, click continue to move forward.

Instructional Practices to Support Acquisition

- Consider a child's abilities, strengths, and needs when teaching a new skill.

- Observation of the child's use of or attempt to use the new skill provides information that helps guide instruction.

- It may be during one of these observations that the adult becomes aware of a need for an adaptation or assistive technology to support or maintain the child's engagement in the learning activity.

- Provide any necessary supports, accommodations, or _____ to maintain child engagement in the activity.

Adaptations refer to changes or modifications to activities or materials in the environment to facilitate or maximize a child's participation. Sandall, S. R., & Schwartz, I. S. (2008). Building blocks for teaching preschoolers with special needs (2nd ed.). Baltimore, DEC/NAMD: Brookes.

http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf

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Slide notes

When supporting acquisition keep the following in mind. Consider a child's abilities, strengths, and needs when teaching a new skill. Observation of the child's use of or attempt to use the new skill provides information that helps guide instruction. It may be during one of these observations that the adult becomes aware of a need for an adaptation or assistive technology to support or maintain the child's engagement in the learning activity. Provide any necessary supports, accommodations, or adaptations to maintain child engagement in the activities.

Accommodations are defined in a joint position statement by the Division for Early Childhood and the National Association for the Education of Young Children "to include any changes to materials, response modes, assessment, or instructional procedures that allow children with disabilities to fully demonstrate their knowledge and skills. Accommodations are designed to eliminate barriers. For example, a preschool child with a visual impairment might use a large print book during a small-group dialogic reading activity while classmates use a regular print book."

Accommodation: Example 2

Situation: A child appears to enjoy a particular toy but is having difficulty using it.

Accommodation: The caregiver may add a switch to the toy in order to offer another way for the child to operate it and engage in the play. The caregiver may need to provide instruction to the child on how to use the switch.

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What did you come up with? You may have said that the caregiver could add a switch to the toy in order to offer another way for the child to operate it and engage in play. Note that the caregiver may also need to provide instructions to the child on how to use the switch.

Slide notes

What did you think of? You may have suggested that the caregiver provide an environmental accommodation by placing the toys within the child's reach.

Instructional Practices to Support Acquisition

- Provide natural consequences (reinforcement) following a child's use of a correct response or approximation of a correct response.

- The natural consequence is whatever is going to motivate or reinforce the child's use or attempt to use the skill over and over.

- Pay attention to a child's attempts to perform a skill and provide a positive response.

To learn more about natural consequences, see the Interaction Module:

http://rpm.fpg.unc.edu/module-1-interaction

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Natural consequences are positive or negative outcomes that are neither planned nor controlled that result from an individual's behavior. Pryor, D. B. & Tollerud, T. R. (1999). Applications of Adlerian principles in school settings. Professional School Counseling, 24, 299-304.

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Slide notes

One of the most important aspects of supporting a child's acquisition of a new skill is ensuring that they receive a natural consequence for their behavior. Review the instructional practices involving natural consequences presented here. To learn more about natural consequences, see the Interaction Module. When you are finished, click continue.

Let's See it!

Verbal cues and gestures. Watch the video. How does the teacher provide verbal cues and gestures to help the child remain engaged in the activity and perform the skill of assembling puzzle pieces?

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Let's watch a video and look for prompts the teacher uses to support the child's engagement in the puzzle activity.

Slide notes

Click the play button to watch the video. When you are finished, click continue to move forward and answer a question about the video.

Slide notes

You may have noticed the teacher used verbal cues and physical prompts by moving the puzzle piece closer to the correct position. She also used sign language to prompt the child to help her with the puzzle.

Instructional Practices to Support Acquisition

Natural Consequences can be:

- Adult verbal response (laughing, cheering-you did it, other)
- Adult non-verbal response (e.g., high-five, pat on the back, smiling, thumbs up, rocking or bouncing, other)
- Cause and effect toys that produce a sound, light-up, move, etc.

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Natural Consequences can be Adult verbal response, Adult non-verbal response, and Cause and effect toys.

Reinforcing consequences: Watch the video. Notice how the adults provide reinforcing consequences for their children's behavior through verbal and nonverbal responses.

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Slide notes

Let's watch another video. Notice how the adults in this video provide reinforcing consequences for their children's behavior through verbal and nonverbal responses.
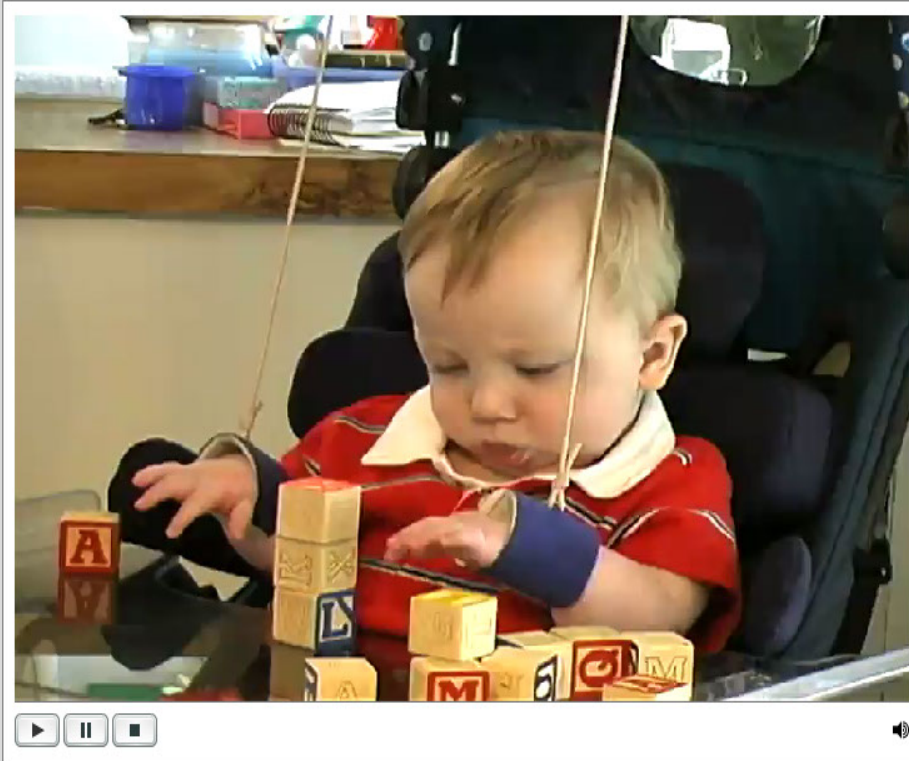
Instructional supports: Watch the video. Look for the instructional supports in the video.

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Let's watch a video of a child who enjoys blocks but isn't able to lift them on his own. This parent has identified playing with blocks as a target skill. Look for the instructional supports in the video and be prepared to answer a knowledge check question on the next slide.

Evaluation of Instructional Practices to Support Acquisition

Record information about a child's skill acquisition in order to:

- Measure progress

- Use in continued decision-making related to the child's learning outcomes

TIP: Check with your program administrator about policies and procedures related to using media technology for evaluation. (i.e. The program requires parent permission forms signed, only program owned cameras can be used, etc.)

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Slide notes

When working with a child, you want to make sure you can tell if the strategies are working and the child is making progress. Record information about the child's acquisition of the target skill in order to measure progress and to use in continued decision-making related to the child's learning outcomes.

Slide notes

Your recording or evaluation can be documented in many ways. Some examples are: Writing a note, Taking a photo or video recording, Keeping a journal, Notes placed in the child's file, or Software that charts the child's developmental growth.

Slide notes

Part of evaluation is paying attention to how the child responds to the instruction provided. Does the child use or try to use the target skill? Does the child use the skill in more complex or different ways? Is the activity used to teach the child appropriate? Does the child smile or laugh during the activity? Does the child engage in the activity for long periods? Does the child initiate doing the activity?

Tips and Considerations: Evaluating Instructional Practices to Support Acquisition

If the child is NOT making progress in his or her attempt to use the target skill, consider:

- Is there need for accommodations or adaptations to support the child's use of the skill?

- Is there need to adapt or change the instructional practice used to support the child? For example, use a visual prompt together with a verbal prompt or increase the time provided between prompts to allow the child to use the skill.

- Are there other child interests or preferences that could be used to motivate the child in participating?

- The adult may ask whether they need support in their use of the instruction practice (i.e., coaching or other professional development).

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Review these considerations of how to proceed if the child is NOT making progress in his or her attempt to use the target skill and click continue when you have finished.

Slide notes

In this lesson we covered instructional practices, which are intentional practices used to target a child's specific behavior or skill. They are selected based on an individual child. They align with family beliefs and values. And they are based on data about the child and build on the child's strengths, preferences and interests. We also learned about the first in the four phases of learning that are related to instructional practice: Acquisition is the phase when we begin teaching a child a new target skill.

Slide notes

This concludes part 1 of Module 6 Lesson 2. To learn more, see the resources here. After downloading, you can close this window and return to the Modules to continue the next part of this lesson.